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THE UNIVERSITY OF ALBERTA

THE ROLE OF COMMUNITY COLLEGE COMMUNITY SERVICES AS PERCEIVED BY COMMUNITY ORGANIZATIONS

by

BRENT WILLIAM PICKARD

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled THE ROLE OF COMMUNITY COLLEGE COMMUNITY SERVICES AS PERCEIVED BY COMMUNITY ORGANIZATIONS, submitted by Brent William Pickard in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

James A. Small
Supervisor

External Examiner

Date April 11, 1975

ABSTRACT

The problem investigated and reported in this thesis was: what opinions do community organizations have regarding the role of college community services designed to assist organizations to achieve their goals and objectives? Two sub-problems were also examined: (1) what importance should a community college place on selected community service functions purported to assist community organizations in achieving their goals and objectives?; and (2) what priority should a community college place on these same functions in its community service program planning? These provided the basis for generating several hypotheses.

A population of 113 local community organizations having social service goals were identified, using a modified reputational nomination technique. Two instruments were designed, scrutinized, pilot tested and used for collecting data from organization leaders and members. Using a rating procedure respondents indicated their agreement with six statements referring to dimensions of the college community service role and with eight community service functions. Also, respondents used a modified Q sort procedure to prioritize the eight community service functions. The focus for rating and ranking was the organization's need for college services which could assist in the achievement of organizational goals. Organization leader data were collected by the mail out survey technique: member data were collected personally by the researcher attending the meetings of local community organizations. Data analysis included the use of means and standard deviations,

a one sample chi square test, analysis of variance, Kendall's coefficient of concordance test and Spearman rank-order correlation coefficient.

For each community organization, members' rankings of the eight community service functions exhibited a degree of association such that their collective ranking could be considered an organizational response.

Local community organizations surveyed in this research perceived a community college community service role designed to assist organizations in achieving their goals as a legitimate college activity. Local community organizations perceived themselves as willing to participate in relevant community service projects in partnership with the college.

All eight functions were considered as important college community service activities. Of the eight functions rated and ranked, Community Analysis leading to the identification of existing and emerging community needs and Interagency Cooperation relating to the establishment of interorganizational contacts to supplement and coordinate community organization programs emerged as those perceived as of highest importance and priority relative to organizational needs for services. Unique characteristics of the organizations, their members and their leaders tended to affect the responses to the role dimensions and the community service functions.

Conclusions and implications pertaining to the college community service program, to its administration and organization and to future research in this area of college administration focused on the need for an expanded view of community service programming.

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CHAPTER 1

THE PROBLEM

INTRODUCTION

Social, historical, political, economic and educational factors have contributed to the growth and development of community colleges. Initially, the major forces behind two year college development in Canada were the influence of the church and an early need for technical and vocational programs. Thus, colleges affiliated with or directly controlled by religious interests, schools of agriculture, and marine science institutions were early to emerge.

Societal conditions, resulting from two world wars and the Great Depression, contributed to a broadening of institutional purpose. The effects of advancing technology, emphases on life-long learning, increased costs of education, racial tensions, increased leisure time and the growing societal awareness and concern about these and other factors have contributed to further changes in college name, curricula and organizational purposes. Two year colleges, now known as community colleges, are developing comprehensive, community-based programs. These programs are being complemented by college services designed to meet a broad range of needs of the registered student and the community at large. The development of student services and community services programs represent a recent adaptation and expansion of the community college role.

"Community services are those programs of the college, often undertaken in cooperation with other community organizations, which are directed toward serving community educational needs not met by formal college programs" (Myran, 1969:12). One component of a community college community service program, that of providing services to community organizations designed to assist them in achieving their goals and purposes, is the topic of this research.

The present chapter outlines a conceptual basis for this study and describes the research problem.

CONCEPTUAL BASIS

Within a specific geographical area, such as a community college region, there exists a number of diverse and unique social groups. In this setting, place, relevant people, important social action and the resulting sentiments produce a unity. Minar and Greer (1969:27) term such groups "communities of interest." A particular community of interest might be a loosely organized or highly formalized group. Collectively, such organizations tend to perform the major social functions within their community. In any community, the emergence of communities of interest dedicated to cultural, public health, recreational, social welfare or other utilitarian purposes can be noted. Such agencies or organizations provide valuable social services to their community and their continuing viability is an ingredient of a healthy community.

Historically, the focus of attention of college administrators, relative to the college program, has been internal. Efforts and

resources have been directed at registered student needs. To some extent, the "college community" has included only the students, staff and administration of a college. Fast (1971:1) has noted:

> There are reasons for this, of course. The colleges are relatively young institutions and in order to establish themselves as viable post-secondary institutions, they have concentrated on developing sound one and two year career and academic programs.

Recently, emphasis has been given to the college's direct relationship with the public. Garrison (Ogilvie and Raines, 1971:163-167) has contended that, in the eyes of the community:

> The college, more often that not is . . . relatively new, it's ours and it serves not only the youth of the area but increasing thousands of adults for whom it is a means of continuing education.

Gleazer (1974:3) has asserted:

> . . . if the educational enterprise is to be in and of the community, then there must be strong ties with and involvement of community groups.

Small (1971:23), describing the "community serving" potential of college programs, has viewed the college as providing an "arena in which various interest groups or individuals with a group referent interact to their mutual benefit." It has been suggested by McMahon (Rauch, 1972:29-30) that college services:

> . . . must go beyond the "aggregate of separate persons" and help provide for the common needs and interests. Just as individuals need help through education, the community must have help in building the bridges between its economic and social needs and the educational needs of the residents who must solve economic and social problems.

Myran (1969:45) has asserted:

> Community colleges . . . operate in an interorganizational environment and this environment is the milieu of the community services administrator. Linkages throughout this environment are possibly more critical for community services than for any other area of the college, since the degree and type of linkage conditions the nature of community services programing.

The Role of College Community Services

In discussing the relationship of the college to its inter-organizational environment, Myran (1969:45-49) has defined the role as a partnership between the college and community organizations, especially those organizations in some way concerned with serving others. He has suggested that such a relationship may involve the development of a communication linkage, a coordination linkage and/or a program cooperation linkage. Further, Myran indicated that several factors or dimensions exist which can influence the role of college community services relative to community organization needs.

The notion of the cooperative relationship in community services programing suggested that community organizations should be involved in a determination of the college community service role and that their opinions regarding selected factors affecting that role should be solicited.

The Functions of College Community Services

In performing the community service role, the college can become involved in a wide variety of courses and programs designed to meet community-based needs and not already reflected in formal college program offerings. Raines (Ogilvie and Raines, 1971:404-408) has examined these kinds of programs and developed a taxonomy of community service functions. Certain of these functions relate directly to possible college activities designed to serve community organization needs.

Gleazer's statement, which reflected the importance of

community organization involvement in determining the thrust of community service programming, suggested that community organization opinion concerning the importance of community service functions be obtained.

Constraints of varying kinds and intensities affect the capacity of a college to respond to demands emanating from community organizations for services even though these may be considered as important college services by the community organizations. This condition suggested that community organizations should provide their opinions concerning the relative importance or priority of possible college community service functions. Knowledge of the community organization priority of services could be valuable input to college community services program decisions.

Thus, the conceptual basis of this research was that colleges should examine community organization as well as individual needs in designing their community service programs. Further, colleges should assess community organization opinion of selected factors (role dimensions) which determine the role of college services designed to assist organizations in achieving their goals and objectives. Finally, the community organization perception of the importance and priority of those community service functions designed to meet organizational needs should be considered in developing and planning college community service programs.

THE PROBLEM

The problem examined was: what opinions do community organizations have regarding the role of college community services designed to assist organizations to achieve their goals and objectives? Two sub-problems were also examined: (1) what importance should a community college place on selected community service functions purported to assist community organizations in achieving their goals and objectives?; and, (2) what priority should a community college place on these same functions in its community service program planning?

Several questions were addressed:

1. What local social service organizations exist in a selected community college region?
2. To what extent do leaders agree in their opinion regarding six selected dimensions of the community college community service role?
3. In the opinion of leaders responding as organizational spokesmen, how important are the eight community service functions in assisting the organizations to achieve their goals?
4. What priority do leaders and members of organizations ascribe to eight community service functions?
5. What agreement is there among leaders in their opinions relative to the importance and priority of the eight community service functions?
6. To what extent do selected characteristics of the organization, its members, or its leader affect the opinions of leaders relative to the six role dimensions and to the importance and priority of the eight community service functions?

METHODOLOGY

Several procedures for data collection and analysis were drawn together in this study. Although the design of the study is described in Chapter 3, two points concerning methodology are usefully made here.

The distinction between community organization perception of the importance of selected community service functions and their perception of the priority of these functions is somewhat fine. The researcher's intent was to determine first, how important community organizations perceived the eight selected functions to be in meeting their needs for service and second, in the opinion of the community organizations, what priority should be ascribed to these functions. In this study, this difference was highlighted by the manner in which organizations provided their perceptions. In the case of the perceived importance, respondents rated the eight community service functions against an external scale. In the case of the perceived priority, respondents ranked the eight functions using a forced choice procedure.

Although priority may be inferred from the order exhibited by mean importance ratings, both procedures were used for two reasons. First, the researcher was interested in having community organizations actually prioritize the eight functions since this ranking procedure provided more precise information and effectively eliminated the need to infer relative importance among the functions from mean importance ratings. Second, by using the rating and ranking procedures, a check on the degree of fit of both methods for determining relative priority could be made.

The second methodological point refers to the treatment of the data. The researcher was interested in using analysis procedures which would provide a more precise interpretation of the data, especially the priority rankings, than the sampling procedures utilized normally permit. Because of this interest, statistical analyses which rested on the assumption that the respondents were representative of some broader population, were performed on certain data. Accordingly several hypotheses were generated.

HYPOTHESES TO BE TESTED

Statistical procedures were used to test the following hypotheses:

1. There will be no difference in the members' responses relative to community service function priority for each local community organization surveyed.

Hypothesis One was included in order to determine whether members of a local community organization were responding in a way such that they could be considered a group.

2. There will be no difference between the observed and the expected equi-probable distribution of agreement ratings for each of the six selected dimensions of the community college community service role.

3. There will be no difference between the observed and the expected equi-probable distribution of importance ratings for each of the eight community service functions.

4. There will be no difference between the observed and the expected equi-probable distribution of priority rankings for each of the eight community service functions.

Hypotheses Two, Three and Four were included to determine whether observed differences in responses, when compared with an hypothetical expected distribution, were merely chance variations in frequency.

5. There will be no significant differences in the overall mean priority rankings ascribed to the eight community service functions.

Hypothesis Five was included to determine whether differences in the mean priority rankings were due to chance.

6. There will be no significant differences in the mean agreement ratings of the six selected dimensions of the community college community service role when the ratings are re-grouped on the basis of characteristics of the organizations, their members or their leaders.

7. There will be no significant differences in the mean importance ratings of the eight community service functions when these ratings are re-grouped on the basis of characteristics of the organizations, their members or their leaders.

8. There will be no significant differences in the mean priority rankings of the eight community service functions when these rankings are re-grouped on the basis of characteristics of the organizations, their members or their leaders.

Hypotheses Six, Seven and Eight were included to determine what effects, if any, the characteristics of the organizations, their members or their leaders had on the perceptions of the respondents.

SIGNIFICANCE OF THE STUDY

Although a taxonomy of community service functions has been outlined in the literature, to the writer's knowledge no study has, as yet, attempted to determine local community organization perception of the importance of such possible college activities. Community services have received little research attention in Canada.

This study provided a specific community college with information as to selected community organizations' viewpoints relative to the importance and priority of selected functions that could be part of the college's community service program.

The present study is of significance insofar as it draws together a procedure for identifying local community organizations, identifying community organization opinion as to the role of the community college in community services and identifying local community organization opinion concerning the importance and priority of selected community service functions.

The findings, although situation specific, may provide helpful guidelines for future research focusing on the community service component of college programs.

ASSUMPTIONS

The basic assumptions of this study were:

1. Local community organizations exist and can be identified.
2. The opinions of leaders, responding as spokesmen of their organizations, are representative of an organizational response.
3. The collective opinion of members, responding as spokesmen of their organizations, is an organizational response.
4. The two-step ranking procedure consistently measures the priorities leaders and members of community organizations place on the community service functions.
5. The eight community service functions selected for this study are discrete and represent potential college responses to demands for service emanating from local community organizations surveyed.

DEFINITIONS OF TERMS

Community Services

Community services were defined as those programs of the community college often undertaken in cooperation with other community

organizations, which are directed toward serving community educational needs not met by formal college programs (Myran, 1969:12).

Community Service Project

A community service project referred to a specific community service activity such as a cooperative recreation program in an inner city area.

Community

The geographic area served by the local college was considered a community.

Community of Interest

A community of interest was considered to be a spatially defined social group where place, relevant people, important social action and the resulting sentiments produce a unity (Minar and Greer, 1969:27).

Community Organization

A community organization was defined as a community of interest having a formalized name and purporting to represent the interests of the community in some segment of broad community concern (Groth, 1971: 57).

Societal Group

A societal group or community subsystem was considered to be a collectivity of community organizations mutually oriented to some common goals or characterized by some common attribute.

Community Service Role Dimensions

Community service role dimensions were defined as factors which could influence the direction of the college community service program. For purposes of this study, they included Legitimacy, Scope, Commitment of the Organization, Commitment of the College, Catalyst Role and Comprehensive Role.

Community Service Functions

Max Raines (Ogilvie and Raines, 1971:404-408) has provided a taxonomy of community service functions in which a community college might engage. These functions revolve around three basic activities:

1. Self Development Activities--those functions and activities of a college primarily focused upon needs, aspirations, and potentialities of individuals or informal groups of individuals to help them achieve a greater degree of personal realization and fulfilment.

2. Community Development Activities--those functions and activities of the college primarily focused upon cooperative efforts with community organizations, agencies and institutions to improve the physical, social, economic and political environment of the community.

3. Program Development Activities--those functions and activities of the community services staff designed to procure and allocate resources, coordinate activities, establish objectives and evaluate outcomes (Myran, 1969:14-16).

Within each category of activity, Raines identified several discrete functions. An examination of all 18 functions revealed that the activities of self and community development include functions of the college in its environment. Program development activities refer to "in-house" functions of the community service staff.

Considering the problem under study in this research, it became apparent that not all community service functions pertained

to community organization interests. Thus, on the basis of their defined focus upon community organization needs for service, eight functions were selected. Those functions not included were judged as being directed at meeting the needs of individuals or contributing to operationalizing the community service program of the college. The selected functions, defined below, include all six community development functions and two program development functions.

1. Community Analysis--Collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community service program of the college.

2. Interagency Cooperation--Establishing adequate linkage with related programs of the college and the community to supplement and coordinate rather than duplicate existing programs.

3. Advisory Liaison--Identifying and involving (in an advisory capacity) key members of the various subgroups with whom cooperative programs are being planned.

4. Public Forum--Developing activities designed to stimulate interest and understanding of local, national and world problems.

5. Civic Action--Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community.

6. Staff Consultation--Identifying, developing and making available the consulting skills of the faculty in community development activities.

7. Conference Planning--Providing professional assistance to community groups in the planning of conferences, institutes and workshops.

8. Facility Utilization--Encouraging community use of college facilities by making them readily accessible, by facilitating the scheduling process and by designing them for multi-purpose activities when appropriate.

DELIMITATIONS OF THE STUDY

This study was delimited to a community organization determination of the importance and priority a community college community service division ought to ascribe to six role dimensions and eight selected community service functions identified in the literature. Further, this study was delimited to soliciting opinions from 113 local community agencies, reflecting utilitarian goals directed at the social service needs of the Greater Victoria community during the period November 1, 1974 to January 15, 1975. It was not a purpose to evaluate the existing community service program in the college region selected for this study, assess the attitudes of the community organizations contacted towards the college or determine any activities which might be appropriate in operationalizing a specific community service function.

LIMITATIONS OF THE STUDY

This study was limited by the usual problems of the two-step ranking procedure used (Kerlinger, 1973:595-596) and the mail out survey technique. The findings and conclusions of this study are situation specific and apply for a given point in time to those local community organizations surveyed. This study was considered exploratory in nature with respect to both methodology and instrumentation. Although the respondents were not determined by a randomization process, statistical analyses were performed to provide a more precise interpretation of certain data. Any inferences would rest on the assumption that the respondents were representative of

some broader population.

ORGANIZATION OF THE THESIS

The present chapter has provided an introductory statement regarding the nature and purpose of this study. Chapter 2 is devoted to a review of literature concerning the origins and philosophy of community services, a discussion of the role of community services and an overview of various perspectives and techniques for studying the community. Chapter 3 provides a description of the design of this study, the procedures followed in identifying the population, developing the instruments, collecting the data and treating the data. Chapter 4 presents the findings. Chapter 5 summarizes this study, presents conclusions, implications and suggestions for future research.

CHAPTER 2

REVIEW OF LITERATURE

INTRODUCTION

The preceding chapter provided a statement of the problem and outlined the conditions under which the problem was examined. Briefly, this problem was to determine local community organization opinion relative to the role of a community college community service program in meeting local community organization needs for service. The objective of the present chapter is to present a review of literature concerning community college community services and the context of and techniques applicable to this investigation.

Literature concerned with community services as an integrated component of the community college function is presented in the first section of this chapter. The purpose of this section is to present current opinion concerning the origins and philosophy of community services. The second section is devoted to outlining the role of community services and presenting viewpoints relating to the operationalization of that role. The final section reviews literature concerning community study. Various perspectives used in analyzing the community are presented. A functional definition of the community, using a social interaction theoretical basis, is provided. Finally, techniques for community analysis are discussed.

THE ORIGINS AND PHILOSOPHY OF COMMUNITY SERVICES

Thornton (1972:48-52) has noted that among the original purposes espoused by William Rainey Harper and others (for the two year college) were those of providing the "capstone to secondary education," and providing educational programs which will serve the needs of the community. In 1925, Koos (Ogilvie and Raines, 1971: 100-107) outlined the "current" conceptions of the purposes of the two year college. He identified 21 purposes. In every case, these were limited to academic and vocational training. Very little attention was placed on continuing education and community service. Writing some 40 years later, Besse [(1965) in Ogilvie and Raines, 1971:132-138] emphasized a similar role for the college. Occasionally, passing reference has been made to the notion that education should not be viewed as a discrete phase in the life of people, but as an integral process that is life-long [Collins and Collins, (1966) in Ogilvie and Raines, 1971:141-147].

The fifty-fifth NSSE Yearbook, devoted to the public junior college, contained a major statement by Reynolds relative to the notion of community services. He (Henry, 1956:142-143) noted that community services are aimed at meeting specific educational needs of individuals or groups within the college or community and involve both college and community resources. In 1967, Reynolds (Ogilvie and Raines, 1971:621-625), referring to the educational needs of the "non-occupation elements" of society, concluded:

> . . . substantial changes are taking place in the internal structure of such social institutions as the church, the home, the government; changes carrying implications of varying educational need.

Myran (1969:10) has pointed out that:

> Service to the community beyond offering collegiate degree and certificate programs has long been a major objective of the community college . . . . However, in spite of a long history of service, community services in the community college has evolved most dramatically in the period of rapid social and technological change which began at the conclusion of World War II and has continued at an accelerated pace.

During this post-war period, an increasing concern of the general public and of individuals involved in community analysis has been that the growth of the community is accompanied by a series of forces hastening its decline. Forces, such as centralization, specialization, and the increase in impersonal relationships are primarily attributable to the deleterious effects of our mass society. One attempt to counteract such trends in the community involves a process of community development defined as a systematic social process by which human beings can become more competent to live with and gain some control over local aspects of a frustrating and changing world (Biddle and Biddle, 1965:78). This process involves a progression of events planned by participants themselves, which serve to achieve their goals. Biddle and Biddle (1965:19) suggest "the events point to changes in a group and in individuals which can be termed growth in social sensitivity and competence."

While the community service function of the community college has been profoundly affected by the community development movement (Harlacher, 1969:6), in many instances, these services have reached only segments of the community population. Discussing the growth of

adult education, considered as one type of community service by Harlacher (1969:13), McMahon (Rauch, 1972:28-30) has noted that heretofor the focus of service has been on the person rather than on the group:

> Today the emphasis is on community needs. The failure to add the community dimension is a major reason why the relevance of many adult education programs is challenged. . . . The path to improvement is not one of abandoning the individual or substituting community needs for individual needs. . . . The needs of the individual will remain and must be met.

Raines (O'Banion and Thurston, 1972:147-155) delineated a philosophical or value basis from which a community college community service program could be initiated. Four basic principles emerged from his discussion:

1. Principle of shared concern for human (self) development.
2. Principle of adapting activities to the needs and interests of the clientele served.
3. Principle of considering the whole person rather than single, compartmentalized segments of personality.
4. Principle of creating environments that are conducive to individual and group development.

Harlacher (1969) has asserted that a major goal of the community college community services program is one of coordination, rather than duplication, of the variety of community serving activities which may be required and which may already be provided. He has referred to institutional synergy as being vital to this sphere of community action. The simultaneous action of separate organizations which together have a greater total effect than the sum of their individual efforts will lead to an efficient program of community services (Harlacher, 1969:15). Liaison with other educational institutions, in addition to those agencies having secondary educational objectives, is required.

Myran (1969:45) has concluded:

> . . . the college's greatest strength in this area lies in its ability to work cooperatively through a community services structure within the college, with other community organizations and groups which can also contribute human and physical resources. . . .

Thus, Myran appears to suggest a fifth principle which can be added to those outlined by Raines, namely:

> Principle of devoting meaningful community based partnership in community services through communicating, cooperating and coordinating activities with local community organizations.

To summarize, the community service component of the college has, until recently, been considered an adjunct to the college program. As community colleges have evolved, each establishing its own viability through its academic and vocational program development, increasing attention has turned to community needs for services that are not usually provided in traditional course offerings. The community service college program is based on principles which reflect a humanist philosophical bias and has been influenced by the community development movement.

COMMUNITY SERVICES: ROLE DEFINITION AND OPERATIONALIZATION

The emergence of the community service component of the college program has been accompanied by many efforts to define it. Harlacher (1969:12) has contended that:

> Confusion over the definition of community services stems from at least two misconceptions: (1) that community services and adult or continuing education are synonymous; and, (2) that the community services program constitutes a program of educational public relations. . . . Although all three programs are interrelated, each should be considered on its own merits.

He noted that adult education may appropriately be classed as one type of community service.

Reynolds (Henry, 1956:143) has noted two essential characteristics of a community service program:

1. It must be designed to satisfy a genuine educational need in the community.
2. It must be designed to chiefly benefit the citizens of the community.

Four objectives of the community services program have been suggested by Harlacher (1969:19-40). These included:

1. The provision of facilities and expertise to community members.
2. The provision of needed educational services to all.
3. The provision of leadership and coordination of services in the community.
4. The promotion of the intellectual and cultural life of the college district.

Medsker and Tillery (1971:70-71) have re-emphasized the importance of these objectives. Gleazer (1968:85-88) considered community services as those college services beyond the regularly scheduled classes of the college whether held by day or night or whatever the place in the district. For him, these services offered other important educational, cultural and recreational benefits to community members. Myran (1969:12) has incorporated the essence of the points made above when he states that community services are:

> Those efforts of the community college often undertaken in cooperation with other community groups or agencies, which are directed toward serving personal and educational needs not met by formal collegiate degree or certificate programs.

Community Services Taxonomy

Max Raines (Ogilvie and Raines, 1971:404-408) has proposed a taxonomy[1] of community service functions in which a college might engage in meeting educational needs emanating from the community. The 18 functions revolve around self development activities, community development activities and program development activities--the latter serving to operationalize the former two. The Raines' taxonomy delineated the possible scope and comprehensive nature of the community college community service program. Combined with Myran's stance that "the college's greatest strength is in its ability to work cooperatively with other community groups" (Myran, 1969:45), this taxonomy suggests a framework for the development of a college service program designed to cope with changing community demands.

Structures for Administering the Community Service Program

Harlacher (1969:43) has pointed out:

> . . . whereas a wide array of services is provided, the program of community services is not being administered as a major function equal to the transfer, occupational, general education and guidance functions.

Small (1973:1) has suggested that existing administrative structures perpetuate programs and services offered to registered students rather than services offered on behalf of the community to the total community. Adams concluded in 1966 that continuing education and community services, while considered important by all respondents in his research, did not have the general top priority of college

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[1] See Appendix A for the complete taxonomy.

transfer and vocational technical education.

One exception to this conclusion is the administrative structure utilized in the community college model adopted by the Province of Saskatchewan. A recent policy research study (Ingram, et al., 1974:3-4) summarized this model as follows:

> The Saskatchewan concept of the Community College derives directly from the Faris report. The Community College is a vehicle for delivering what might be variously termed "continuing education" or "further education." . . . Ideally--and also to a large extent in practice--the Saskatchewan Community College can be very responsive to grass roots feelings, and its programs are designed to meet the expressed wishes of the community served.

The entire structure of the college is geared to community service.

Regardless of the internal structures used or those that can reasonably be hypothesized from organizational theory, the demands for educational services from a community reflect, in general, the trends of rapid societal change. Referring to our heterogeneous, changing society, Briner and Sroufe (Hack, et al., 1971:88-89) concluded:

> Necessary organizational changes will occur quickly; no aspect of structure and function will be free from scrutiny and criticism. Structure will be . . . always in a state of flux or potential flux. . . . An emphasis on fluid structure, one characterized by informal decisional relations will become the norm.

It is in this milieu that the community services administrator must operate. Certain prerequisite knowledge is required. Robin (1972: 25) has noted:

> It has been established that the college must know its community if it is to meet the needs of that community and provide a comprehensive group of programs to satisfy the complex requirements of our technological society. . . . Every community is unique, and the college program should be carefully tailored to satisfy this individuality.

Harlacher (1969:46) has asserted:

> The community services program cannot be constructed from the college point of view alone. Without the benefit of counsel from interested community representatives, . . . the needs that only can be made known by members of the community itself may be neglected.

In a later statement Harlacher (Yarrington, 1974:15), commented:

> I think the first thing that needs to be done is to make an exhaustive study of the community with community personnel involved. This is a task which we so frequently overlook in the community college. We begin a program assuming we know the people and their needs. Every college needs to begin with a re-examination of the community. Out of that we can develop a viable community based program.

Thus, at least two questions are raised: first, "What is a community?"; and second, "What methods can be used to determine the nature of college community service activities that are most vital to the community?" These questions are addressed in the concluding section of this chapter.

COMMUNITY STUDY

The literature revealed that a variety of perspectives of community have been generated. These perspectives, while subtly discrete, tended to overlap or mesh at some level of generality. An overview of these perspectives identified a definition of community and suggested a structure for organizing the complexity of the community theory so that systematic community study was possible.

Perspectives Used in Analyzing the Community

The description of four major traditions in community theorizing, which follows, does not exhaust the number of traditions that exist. It does, however, provide representative viewpoints and an indication of the dynamic state of community theory.

Community typologies. An early attempt at defining and analyzing the community employed typologies based on or constructed from an analysis of community structure and change. This tradition, initiated in Europe and expanded in the United States, resulted in a number of typologies--each of which considered "ideal types" as extremes on a continuum.

Tonnes classical distinction between the function of the natural will and the rational will (Gemeinshaft and Gesellshaft) in community change was an early attempt. Social change was considered to be on a continuum ranging from individual understanding, unity and sentiment at one extreme to pure rationality, in the absence of human sentiment, in achieving a specific community goal, at the other extreme. In this tradition, other typologies have been developed by MacIver, Zimmerman and Redfield.

MacIver (1937) distinguished between communal and associational relationships. Zimmerman's (1938) "typology" of localistic and cosmopolitan followed in the Tonnes tradition. Redfield's (1941) folk-urban continuum attempted to go beyond the description of "ideal types" and explain the changes a community or society undergoes in transforming from a folk culture to an urban culture. He

identified three basic changes: cultural disorganization resulting from the increased complexity of life; increased secularization; and, increased individualism.

Dichotomies have utility insofar as they permit classification of a variety of communities relative to the polar positions and to each other. They facilitate cross cultural comparisons to some extent. A shortcoming, in Poplin's (1972:143) view, is the lack of descriptive precision regarding communities as they are found in the industrialized, mass society of today. He noted that certain overarching societal factors, such as the materialistic orientation of modern Western society, penetrate the local community and are usually not considered in typologies.

Hillery (1955) attempted to add meaning to the concept of community through a systematic analysis to discover areas of agreement among 94 definitions of community. Bell and Newby (1971:27) have noted that ". . . the very thing that was missing was agreement." The only common basis found was that all definitions made reference to people (Hillery, 1955:117). This analysis did lead to the specification of three major components of community: territorial area, communal ties and social interaction (Hillery, 1955:118). Each has been a major thrust of community study.

Community as territorial area. The territorial area component characterized the ecological perspective of community analysis. Traditional community ecologists emphasize the physical layout and growth dynamics of urban areas.

A basic assumption of human ecologists however, is that

society consists of two organizational levels: the biotic, referring to "the principle of a community having a distinctive life process as well as a growth or natural history with well defined stages" (Hawley, 1950:v), and, the social, referring to the network of interpersonal relationships characteristic of humans. Mackenzie (Poplin, 1972:71-76) outlined five basic ecological processes--centralization, concentration, segregation, invasion and succession--which reflect a community's life process or cycle.

The concentric zone hypothesis emerged from this school as did the notion of natural area stressing the segregation of homogeneous units within an heterogeneous urban setting. The competitive struggle for land is considered the basis for this segregation. Thus, different but related explanations have been advanced to explain the spatial organization of urban communities.

These explanations assumed that the territorial arrangement is relatively static. Within the concentric zone hypothesis, changes may occur within each zone; however, the zones are relatively permanent and identifiable. Critics of this approach have pointed out that communities are really dynamic and changing entities.

Community as communal ties. The second component of Hillery's analysis stressed the common ties or bonds that exist between community members. In 1963, Warren suggested a psychological basis for the formation of communal ties, stating that people gain a sense of security because they personally identify with their community. A cultural basis, expounded by Saunders (1966) suggested that individual identification exists because community members share common goals,

norms and values.

In criticizing this perspective, Poplin (1972:23-24) has suggested a dilemma exists for the individual:

> Presumably most individuals need the security and acceptance which comes from being wholly committed to an identifiable social system. At the same time, this commitment may retard personal development, hamper careers and frustrate the achievement of other hopes and desires the individual may possess. . . .

Community as social interaction. A contemporary thrust of community analysis views the community as a unit of social organization. The community is the first subsystem of society which can potentially meet the full range of man's psychological, social and physiological needs (Poplin, 1972:15). In Poplin's (1972:64) view, social systems theory:

> . . . gives meaning to the term community structure and clarifies the way in which various components of the community such as its groups and institutions, are interrelated. . . . This view reminds us that any social system is a complex, multifaceted whole and that there are human and social needs which must be met if a community is to persist over time.

Warren (1963) identified two types of interaction within the community context: vertical patterning and horizontal patterning. Vertical patterning referred to relationships through which community units are oriented to the larger society beyond the community. Horizontal patterning referred to relationships which local community units share with each other on the local level.

In Warren's (1963:237) view, the vertical ties:

> . . . are multiplying and strengthening to the extent that it is questionable whether the ties of community units to each other on the local level are sufficiently strong and meaningful for them to constitute a localized social system called the community.

Warren (1963:268) contended, however, that:

> . . . despite their strong ties to extra community systems, the functioning of such local units characteristically involves at least a minimum of local interaction.

Discussion. While the perspectives reviewed have implicit strengths and weaknesses, each has utility for examining the phenomena of community from a particular viewpoint. The major consideration should be to recognize the constraints any one perspective places on community analysis.

For purposes of this study, the utility of the social interaction or social systems perspective lies in its provision of a frame of reference for analyzing the structure and social inter-relationships that exist within the community. This view reflects the dynamic nature of the community. It requires that the analyst be precise in specifying the level of analysis and necessitates defining community in an abstract manner.

A Definition of Community

A current philosophical view of the community, which tends to overarch each of the perspectives reviewed and which provides the essence of a definition of community, takes man's search for meaning, security and fulfillment in an increasingly complex world as a central position. Nisbet, quoted in Baltzell's (1968:2) In Search for Community in Modern America, noted:

> By community, I mean something that goes far beyond mere local community. . . . Community is a fusion of feeling and thought, of tradition and commitment, of membership and volition. It may be found in or given symbolic expression by locality, religion, nation, race, occupation or crusade.

In this sense, the term has the connotation of a "condition in which human beings find themselves in a tight-knit web of meaningful relationships with their fellow human beings" (Poplin, 1972:7). As Minar and Greer (1969:ix) have stated: Community . . .

> . . . expresses people's vague yearnings for a commonality of desire, a communion with those around them, an extension of the bonds of kin and friend to all those who share a common fate. . . .

These definitions reflect a humanist point of view, itself an explanation of man's reaction to the presence of mass society. The theory of mass society, while not a recent formulation, has received increasing emphasis due to advances in science and technology. Shils (Minar and Greer, 1969:299) summarized the current image of mass society as being:

> . . . a territorially extensive society, with a large population, highly urbanized and industrialized. . . . Civic spirit is poor, local loyalties are few, primordal solidarity is virtually non-existant. There is no individuality; only a frustrated and restless egoism.

Shils' (Minar and Greer, 1969:299) opinion is that this view of modern society is an:

> . . . . untruthful picture . . . taken from a standpoint which postulates, as the right ordering of life, an entirely consensual, perfectly integrated, small-scale society permeated by a set of common theological beliefs which give meaning to every aspect of life.

He (Minar and Greer, 1969:300) noted an important characteristic of contemporary society which emerges from the mass society view:

> The novelty of the "mass society" lies in the relationship of the mass of the population to the centre of society. The relationship is a closer integration into the central institutional and value systems of society.

One consequence of this shift, in Shils' view, is the fact that it is now more possible than ever before for individuals to optimize their potentialities within the community.

Warren (1963:9) has defined community as ". . . that combination of social units and systems which perform the major social functions having locality relevance." Thus, within the community, the community college or other local community organizations could be considered as social units.

The term "communities of interest" is used by Minar and Greer (1969:27) to denote "a spatially defined social group where place, relevant people, important social action and the resulting sentiments produce a unity." This definition captures the essence of the social systems theory and Warren's definition. It is useful to think of informal interest groups as communities of interest.

Communities of interest having a "formalized name and who have purported to represent the interests of the community in some segment of broad community concern" (Groth, 1971:57) may be considered to be community organizations.

Within a community, several community organizations may be classified together on the basis of horizontal patterns of interaction which reflect their common community function. In this manner, a group of local community organizations become a subsystem of the total social system or community.

Warren's definition of community refers to locality. In the case of a community college, the locality or geographical boundary of the community can be considered as that region determined by

government policy that the college serves. Table 1 provides a summary of the definitions presented.

Thus, on the basis of a theoretical perspective relative to the community, a series of definitions has been presented which provide a framework for community analysis. It remains to examine techniques available to the researcher to complete the analysis. Of interest here are techniques for identifying community organizations and techniques for obtaining organization opinions relative to the role of the community college community services.

Techniques for Community Analysis

Identification of local community organizations. While the present study is not concerned with the community's power structure per se, techniques used in such studies to identify community decision makers have application in community organization identification. Thometz (1963) has provided a summary of the strengths and weaknesses of several approaches. Specifically, she noted that three methods, the reputational, positional and actual behavior, have been commonly used. The reputational approach is the most widely used. It involves the researcher in locating local residents who "know their community." These persons serve as judges to nominate and then rank their fellow citizens having a reputation for leadership. The assumption underlying this method is that "reputation for power provides some index of actual influence" (Thometz, 1963:16).

The positional approach ranks influentials in terms of the number and k[illegible] of positions they hold in community groups. The

Table 1

A Summary of Definitions for
Community Subsystems

Level of Analysis	Term	Definition	Distinguishing Characteristic
Micro ↑	Community of Interest	A spatially defined social group where place, relevant people, important social action and the resulting sentiments produce a unity.	Informal interest group (social unit)
	Community Organization	A community of interest having a formalized name and who have purported to represent the interests of the community in some segment of broad community concern.	Formalized interest group (social unit)
	Community Subsystem	A collectivity of community organizations mutually oriented to common values.	Partial system formed on the basis of horizontal patterning
↓ Macro	Community	A combination of social units and systems which perform the major social functions having locality relevance.	Total social system

actual behavior approach involves the researcher in directly observing the persons and the behavior involved in solving problems.

Techniques for gaining community organization opinion. Poplin (1972:275-304) has presented a review of three techniques used in community study for gaining community organization opinion. That style of research, where the investigator collects his data by actually living, working or otherwise interacting in the community is referred to as participant observation. The result is an indepth view of the community under study (Poplin, 1972:277). The social survey attempts to determine what characteristics are typical of the community studied. Thus, using interviews or questionnaires, the investigator follows a systematic procedure for gaining quantifiable information from a large number of people (Poplin, 1972:287-288). The analysis of documents, the third means discussed by Poplin (1972:298-301) to gain information relative to the community, is particularly useful in "learning facts about the community that ordinarily would not be revealed to a stranger" (Poplin: 1972:299). The authenticity and credibility of historical, statistical or other documents must be assured.

Summarizing the advantages and limitations of these techniques, Poplin (1972:302) noted that the use of one or another is appropriate at given points in the progress of any community study. Decisions as to the technique utilized reflect the type of information required. He (1972:296-298) regarded the social survey approach as often being the only practical means of collecting quantitative data on characteristics of a study population. In his view, this approach lends

itself to collecting data that relate to social participation and use of community services. He (1972:303) concluded: ". . . the survey approach enables one to collect information on the attitudes and perceptions of community members."

Warren (1965:308) has made the following points in discussing community study in general and organizing a community survey in particular:

> Surveys can be primarily for information or for action. . . . Such surveys provide learning experience for participants, stimulate awareness of community conditions and problems, and afford a useful body of factual knowledge for those interested in learning more about their community.

Myran (1969:49) has concluded:

> Surveying community needs as they relate to community services is an extremely important linkage with the community.

SUMMARY

The purpose of the first section of this chapter was to present a review of the literature concerning community services as an integrated component of the community college program. Until recently, this component has been considered an adjunct to the college program. As described in the literature, the community service program reflects a humanist philosophical orientation and has been influenced by the community development movement.

A second purpose of this chapter was to provide, for purposes of this study, a role definition of community services. In the second section of the chapter, a brief discussion of the operationalization of the community service role led to the conclusion that, regardless of the internal structures created to administer a community

service program, a vital prerequisite was a knowledge of the community the college served.

Thus, the third section of this chapter reviewed four perspectives that have been utilized in analyzing the community, addressed the issue of defining, for present purposes, the term community, and related this definition to a framework for identifying community subsystems. An overview of research techniques used in community analysis concluded this chapter.

CHAPTER 3

DESIGN OF THE STUDY

INTRODUCTION

The first two chapters have defined the problem under examination in this research and presented a review of the literature related to the community service program of a community college, to the nature of the community itself and to opinions regarding various techniques for studying the community.

The present chapter outlines the design and methodology used in this study and describes the procedures for the selection of the study population, instrumentation, data collection and analysis.

SELECTION OF THE STUDY POPULATION

Selection of the Community

It was necessary to select a community of sufficient size to yield a reasonable population of organizations reflecting social service goals. In addition, it was necessary to select a community served by a community college, preferably one with a community services or continuing education function in operation. The Greater Victoria region, comprised of the municipalities of Victoria, Saanich, Oak Bay and Esquimalt, located on the southern end of Vancouver Island, British Columbia (Figure 1) was selected as a community meeting these conditions.

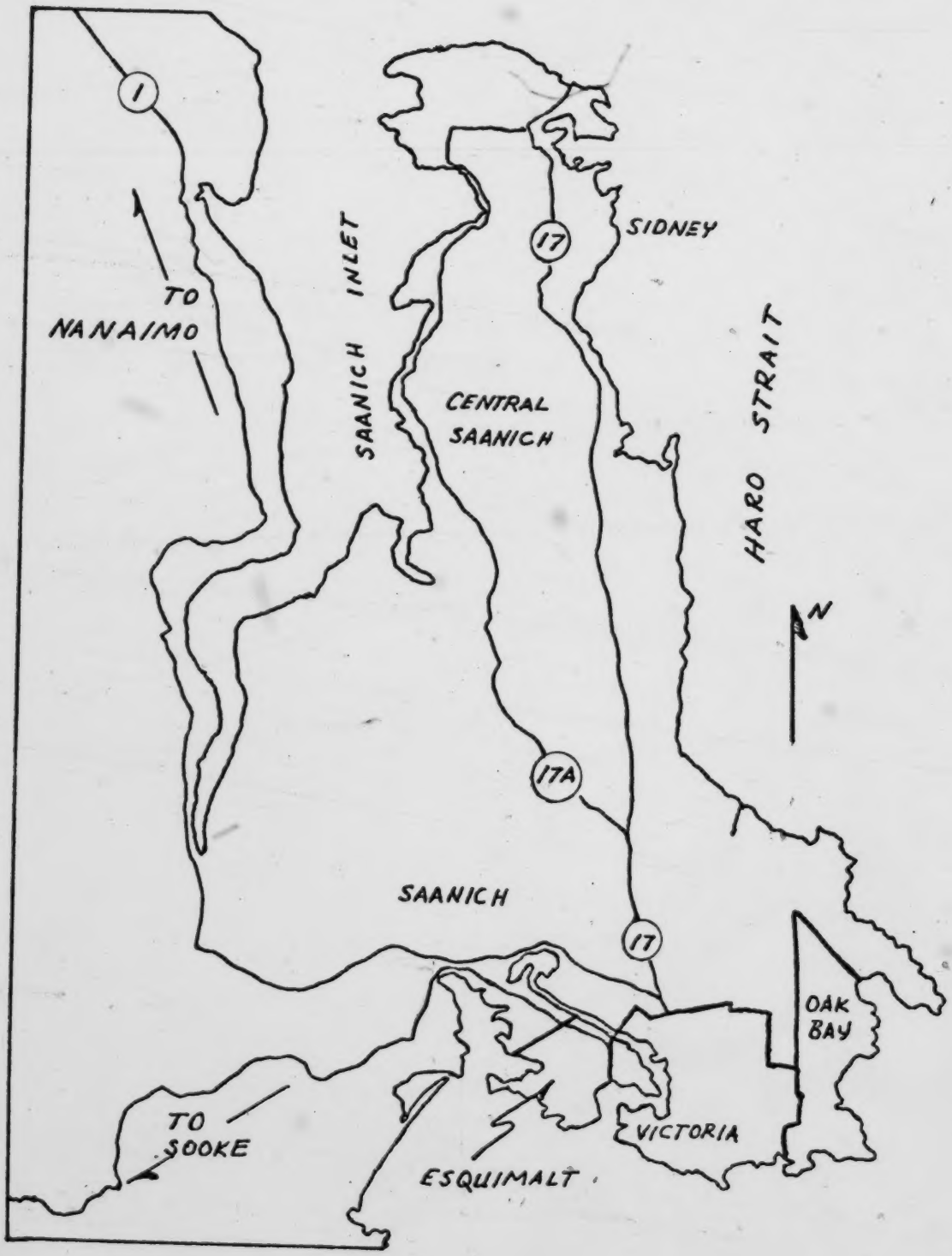

Figure I

The Greater Victoria Region

This territorial boundary was of sufficient population to contain a manageable population of local community organizations of the type described above.

In addition, this region has been served by Camosun College since 1971. Goal and philosophy statements[1] concerning the role of that community college's community services conformed with those ideal goals and philosophies outlined in Chapter 2. The administration of the college indicated their interest and willingness to have their college region serve as the community studied in this project.[2]

The Community Education Services Division of Camosun College offers an extensive range of scheduled courses in the community as well as an ongoing offering of seminars and workshops "beamed at rather narrow and specific learning situations or groups. They take us into very close contact with the community" (Camosun College, 1974:4). This relationship was considered to be an important and necessary factor in the success of any study conducted by an "outside" researcher. For the purposes of contacting local community organizations, this research was considered to be a Camosun College project.

Procedures for Selecting the Population

A modified reputational nomination approach was utilized to identify local community organizations having social service goals.

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[1] Address of Dr. G.L. Fisher, Principal, Camosun College, February 18, 1974.

[2] See Appendix B for a letter granting permission to conduct the research in the Camosun College region.

A search was made for sources of directories of social service organizations. Three were obtained. From the description of services provided in the directories, a list of community organizations reflecting the social service goals was prepared. This list was examined by a person considered to know his community. Some duplications were located and, in other cases, listed organizations had ceased to exist. The total number of local community organizations identified using this procedure was 113.

It was decided to survey the population of both the leaders and members of these community organizations. The leaders of each of the 113 organizations served as the population of leaders. From the total of 113 organizations and using the organization descriptions found in the social service directories, 12 organizations were identified as having regular meetings of their members. It was decided that the members of these organizations, present at a regular organization meeting attended by the researcher would be the population of members.

INSTRUMENTATION

Two data gathering instruments were developed and used in this study.

Six statements, referring to dimensions of the community college community service role, were developed in accordance with those ideal goal and philosophy statements outlined in Chapter 2. The first dimension, Legitimacy, suggested that it was an appropriate role of the community college to participate, with community

organizations, in community service activities. The Scope dimension suggested that the college ought to expand its program of community service activities. The suggestion that community organizations would work willingly with the college on a particular community service project that had relevance to the organization's goals comprised the third dimension, Commitment of the Organization. The fourth dimension, Commitment of the College, postulated that the college should allocate more resources to its community service role.

Two community service role dimensions, of a different order, completed the six role statements. The Catalyst Role, suggested that the appropriate college role in community services was one of encouraging community organizations to undertake new community service projects that are relevant to the organization's purpose. An alternative, the Comprehensive Role, suggested that the appropriate college role was in planning a comprehensive, broadly-based community service program for the community.

Permission[3] was obtained to use the terms, definitions and examples contained in the taxonomy of community service functions proposed by Max Raines (Ogilvie and Raines, 1971:404-408). Eight of these functions were selected for inclusion in both instruments. In both instruments, the definitions of the eight functions served as item statements. The functions included Community Analysis, Interagency Cooperation, Advisory Liaison, Public Forum, Civic Action, Staff Consultation, Conference Planning and Facility Utilization.

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[3] See Appendix C for the letter granting permission.

Respondents to both instruments were asked to provide information relative to selected variables pertaining to characteristics of the organizations, their members or their leaders. These are specified below.

In responding to the items in each instrument the focus was the local community organization's needs for services that could emanate from a community college.

The Community Leader Opinion Survey (CLOS)[4]

The CLOS consisted of four parts. Part I was designed to determine leader opinion of the importance of the eight community service functions. It required the leader to rate the importance on a five point Likert-type scale.

Part II of the CLOS consisted of the six statements referring to the selected dimensions of the community service role. It required that the leader indicate his/her agreement with each statement using a five point Likert-type scale. Two additional items solicited leader opinion relative to the preferred involvement of the community college in the Catalyst and Comprehensive Role situations.

Leaders ranked the priority of the eight community service functions in Part III of the CLOS. It was suggested that respondents use a two-step ranking procedure, described below, as the method for determining priority.

The fourth section was devoted to collecting selected data relative to the characteristics of the organizations, their members

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[4] See Appendix D.

and leaders. The factors included were: length of time organization has existed in the community, average age of persons served by the organization, organizational size, average age of organization members, average annual income of members, percentage of men and women members, organizational purpose, method of selection of organization leader, tenure of the leader, and degree of involvement in community service activities.

The Community Service Function Survey (CSFS)[5]

The CSFS consisted of two parts. Part I was designed so that members of the organization ranked the priority of the eight community service functions. It was suggested that respondents use the same two-step ranking procedure as the method for determining the priority. Part I of the CSFS corresponded exactly to Part III of the CLOS. Additional data, concerning the characteristics of the organization and its members, were solicited from organization members in Part II of the CSFS. The factors selected were: sex, length of time of membership, length of time of residence in Victoria, membership in other community organizations, previous or present attendance of the respondent or his/her children at the local community college and age.

The Two-Step Ranking Procedure

It was suggested that respondents to Part III of the CLOS and Part I of the CSFS use a two-step ranking procedure to determine

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[5] See Appendix E.

the priority of the eight community service functions. The ways respondents sorted the items and ranked the items provided an indication of the relative priority of the items for members as individuals and, assuming concordance, for the organization of which they are members.

This procedure was based on the Q sort methodology outlined by Stephenson (1953). Several variations on the classical Q methodology have been devised and used. These variations centre mainly on the number of items an individual has to sort. Jackson and Bidwell (1959) reported the use of a modified Q sort where 12 item statements were ranked by 102 respondents. Scores were assigned to the high, moderate and low priority statements. Significant differences between means of responses, grouped by schools in this case, were found using an analysis of variance with the Scheffe procedure. Downey (1960) used several groups and 16 item statements. Scores were assigned and factor analysis procedures were used in the analysis of responses and showed that different groups ranked public education functions in significantly different ways.

The respondents in the present study were asked to read each of the eight community service function descriptions which served as the item statements and to indicate the two that should receive highest priority and the two that should receive lowest priority in a community college community service program designed to assist their organization in achieving its goals and objectives. Thus, at the end of Step I, the eight items had been ranked into three priorities: the two highest, the two lowest and the four

between the highest and lowest priority functions, i.e., moderate. The second step involved respondents in deciding which of the two highest functions should receive first priority, which of the two lowest should receive first priority and finally the relative priority (high to low) of the remaining four items. At the completion of this process, all eight community service functions were ranked.

Kerlinger (1973) has noted that this type of procedure has several advantages. Analysis of variance and correlation methods can be used. In addition he (1973:595) has contended: "Q sorting is interesting: most persons seem to enjoy sorting Q decks, perhaps because the method is both challenging and realistic." A problem is that "one can rarely work with sufficiently large samples" (Kerlinger, 1973:595). Small sample sizes tend to be non-representative. In addition, in the classical Q sort, each respondent sorts between 70 and 90 items. In the present research, adaptations in the classical technique have followed those of Jackson and Bidwell (1959) and Downey (1960).

Pilot Testing

The two instruments designed for this study were tested for clarity and appropriateness of the items using a random sample of local community organizations, espousing social service purposes, in Edmonton, Alberta. The CLOS sample of nine leaders acting as spokesmen for their organizations reacted to the instrument in a "test-retest" situation. In both administrations, respondents were asked to comment on the clarity of directions, relevance of items and the examples as well as the format of the survey. Responses were

received from seven of the nine organizations contacted.

Members of one organization responded to the CSFS. The researcher attended their meeting, administered the survey and received feedback relative to the administration procedures, the clarity, the relevance and the format of the instrument.

On the basis of this information and suggestions from the dissertation committee, modifications to both instruments were implemented. Administration procedures for the CSFS were finalized.

Reliability. The "test-retest" method was utilized to provide an indication of the consistency of response to the items comprising the CLOS. Pearson r correlations indicated a general consistency of response. For the role dimension ratings, correlations ranged from .300 to 1.000. For the community service function importance ratings, correlations ranged from .209 to 1.000. For the community service function priority rankings, correlations ranged from .443 to .779. Although the pilot test sample was small, these data indicated a general consistency of response.

Validity. The definitions of the eight community service functions selected for this study were used as item statements. These items were reviewed and in some cases slightly modified so that terminology appropriate to the Canadian milieu was used.

The six items reflecting role dimensions of the college community service program were generated by the researcher. These items, based on factors identified in the literature, were scrutinized by experts in the field of post-secondary educational administration.

All items used in the final draft of the instruments were assumed to be valid indicators of the functions and dimensions studied in this research.

DATA COLLECTION

Two procedures for data collection were used concurrently. The mail out survey procedure was used for the CLOS. A second procedure utilized personal visitation to local community organization meetings in order to collect CSFS data. To operationalize the second procedure, the researcher lived in the community for approximately a one month period.

Collection of CLOS Data

CLOS surveys were given an identification number and mailed to the leaders of 113 local community organizations identified as having goals and objectives designed to meet social service needs of the community. Each survey was accompanied by a covering letter[6] from the researcher introducing and stating the study purpose and a covering letter[7] from the Director, Community Education Services, Camosun College, Victoria, British Columbia urging community organization participation in the project. All surveys were mailed from and returned in self-addressed, stamped envelopes to Camosun College.

After a three week period a reminder letter[8] was sent to all leaders who had not returned the CLOS. Finally, a third contact was

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[6] See Appendix F.

[7] See Appendix F.

[8] See Appendix F.

made by mail with leaders who, after a five week period, had not replied. The original introductory letters and a second copy of the CLOS were sent.

The initial mailout occured on November 1, 1974: the "deadline" date for receiving CLOS returns was January 15, 1975.

Collection of CSFS Data

In September, 1974, the researcher contacted the leaders of 12 local community organizations identified as having members soliciting their participation in this research. The letter[9] outlined the purpose of the study and requested that the researcher be permitted to attend a regular meeting of the organization in order to administer the CSFS.

Contact with six organizations was established. The remaining six organizations did not reply to a second request[10] for their participation. Two of the six responding organizations indicated that they did not schedule regular meetings of their membership.

The researcher attended regular meetings of the four organizations that agreed to participate. At each meeting the purposes of this study were outlined to the members attending, the CSFS was administered and the completed surveys were collected.

CLOS and CSFS Returns

Table 2 summarizes the distribution and return of both instruments. Returns of the CLOS from leaders of local community

[9] See Appendix G.

[10] See Appendix G.

Table 2

Distribution and Return of
the CLOS and the CSFS

	Distribution		Return		Useable Return	
	No.	%	No.	%	No.	%
CLOS	113	100	67	59.29	62	54.86
CSFS						
Organizations	12	100	6	50.00	4	33.33
Members						
Organization I	14*	100	14	100.00	14	100.00
Organization II	12*	100	12	100.00	12	100.00
Organization III	12*	100	12	100.00	12	100.00
Organization IV	12*	100	0	0.00	0	0.00
Total Members	50*	100	38	76.00	38	76.00

* Represents the total number of members present at meetings of the organizations attended by the researcher.

organizations reached 67 (59.29 percent of the mailout), with 62 (54.86 percent of the mailout) of these being useable. Of the five non-useable returns, four were returned incomplete and one was returned with a note stating the purpose of this investigation was not applicable to the organization contacted.

In the case of the CSFS, contact was made with six or 50.00 percent of the organizations included in the population. Four indicated that the researcher could attend a regular meeting in order to administer the CSFS. The total number of members attending the four meetings was 50. Returns from 38 or 76.00 percent were received.

Due to circumstances of time, the 12 members present at the meeting of Organization IV did not complete and return the CSFS at the meeting attended by the researcher. Although arrangements were made to have these completed instruments collected and forwarded to the researcher, no returns were received. No reply to a letter[11] requesting return of the CSFS from Organization IV was received.

The problem of non-response to survey instruments distributed using the mailout technique has been noted by Kerlinger (1973) as a limitation of this research technique. In the present study at least two reasons can be suggested for non-response to the CLOS. It was not possible to make personal contact with all leaders of community organizations. Although leaders were contacted three times by letter and, in some cases by telephone, it is believed that personal contact may have increased the percentage of useable returns. Returns may also have been influenced by varying degrees of interest expressed by leaders contacted in this project.

The fact that no CSFS returns were received from Organization IV may, in part, be attributed to the fact that close contact with the organization could not be maintained after the researcher's visit to the community terminated.

Concern over the problem of non-response in the mailout procedure centres on the information concerning the variables under study that non-respondents could have added. However, Miller (1970: 76-77) outlined several advantages of the mailout procedure:

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[11] See Appendix G.

> . . . it permits wide coverage at minimum expense, wider geographic contact, larger and possibly more representative sample, more considered answers and a sense of privacy to the respondent.

The percentage of response to the CLOS and CSFS compares very favorably with other research studies (e.g., Robin, 1972; Ingram, et al., 1974) designed to survey the general public.

TREATMENT OF THE DATA

Coding Procedures

Responses to the items in the CLOS and CSFS were given a numeric value.

Values assigned to respondents' ratings of agreement to the six role dimension items (CLOS, Part II) were:

Response Category	Numeric
Strongly Agree	1
Agree	2
Undecided	3
Disagree	4
Strongly disagree	5

Ratings given to the importance of the eight community service functions (CLOS, Part I) were assigned the following values:

Response Category	Numeric
Very Important	1
Important	2
Undecided	3
Unimportant	4
Very unimportant	5

The priority rankings given to the eight community service functions (CLOS, Part III; CSFS, Part I) were assigned the following values:

Response Category	Numeric
First priority	1
Second priority	2
Third priority	3
Fourth priority	4
Fifth priority	5
Sixth priority	6
Seventh priority	7
Eighth priority	8

To interpret item mean scores, ranges were employed. Ranges applied to the numeric mean score values and were the same for mean agreement ratings (CLOS, Part II) and mean importance ratings (CLOS, Part I). Ranges were assigned as follows:

Range	Interpretation
1.00 to 2.49	agreement with a role dimension; positive response to the importance of a function.
2.50 to 3.50	undecided agreement with a role dimension; undecided response to the importance of a function.
3.51 to 5.00	disagreement with a role dimension; negative response to the importance of a function.

Respondents provided information relative to selected characteristics of the organization, its members and its leader (CLOS, Part IV; CSFS, Part II). These responses were assigned a numeric code which matched the range of alternative choices for each characteristic included. These responses were re-grouped to determine what effects, if any, these characteristics had on the perceptions of respondents. Summaries of the re-groupings are contained in Appendix H (CLOS Respondent Characteristics) and in Appendix I (CSFS Respondent Characteristics).

CLOS Responses

The CLOS measured 24 variables for each organization. Variables one through eight (CLOS, Part I) measured the opinion of respondents, acting as spokesmen for their organization, to the perceived importance of eight community service functions. Variables nine through 14 (CLOS, Part II) measured respondent agreement to six dimensions of the community college community service role. Variables 15 and 16 measured respondent opinion relative to the preferred involvement of the college in two role situations. Variables 17 to 24 (CLOS, Part III) measured the priority respondents ascribed to the eight community service functions designed to assist organizations in achieving their goals. Several treatment procedures were utilized.

Means and standard deviations. The mean ratings of agreement to the six items referring to dimension of the community college community service role were obtained. Standard deviations were calculated to suggest the degree to which respondents' ratings varied from the mean. This same treatment was applied to the mean ratings of importance to the eight community service functions and the mean rankings of priority to these functions. Findings were reported on the basis of inspection of the means.

Chi square analysis. To test Hypotheses Two, Three and Four[12] and assist in interpreting the findings determined on the basis of inspection of the means and standard deviations, a one sample chi square test (Siegel, 1956:42-47) was used to analyze the data. This test was selected since the Hypotheses did not take order into account. Siegel has noted that:

> . . . the chi square test for the one sample case should not be used when more than 20 percent of the expected frequencies are smaller than 5 or when any expected frequency is smaller than 1 (Cochran, 1954). Expected frequencies sometimes can be increased by combining adjacent categories. This is desirable only if the combinations can be meaningfully made. . . .

For this analysis the response categories were combined as follows:

Role Dimension Response Category	Category for Chi Square Analysis
Strongly Agree, Agree	Agree
Undecided	Undecided
Disagree, Strongly Disagree	Disagree

Community Service Function Importance Rating Response Category	Category for Chi Square Analysis
Very Important, Important	Important
Undecided	Undecided
Unimportant, Very Unimportant	Unimportant

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[12] Hypothesis Two predicted that there would be no difference between the observed and expected equi-probable distribution of agreement ratings for each of the six selected dimensions of the community college community service role.

Hypothesis Three predicted that there would be no difference between the observed and expected equi-probable distribution of importance ratings for each of the eight community service functions.

Hypothesis Four predicted that there would be no difference between the observed and expected equi-probable distribution of priority rankings for each of the eight community service functions.

Community Service Function Priority Ranking Response Category	Category for Chi Square Analysis
First priority, Second priority	High
Third priority, Fourth priority, Fifth priority, Sixth priority	Moderate
Seventh priority, Eighth priority	Low

The one sample chi square analysis determined whether a statistically significant difference existed between the observed distribution of CLOS responses and an expected equi-probable distribution. With two degrees of freedom a chi square value greater than 9.21 indicated that the observed distribution differed significantly, at the .01 level, from the hypothesized equi-probable distribution.

Analysis of variance. To test Hypotheses Five, Six, Seven and Eight[13] the CLOS data were subjected to a one-way analysis of

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[13] Hypothesis Five predicted that there would be no significant differences in the overall mean priority rankings ascribed to the eight community service functions.

Hypothesis Six predicted that there would be no significant differences in the mean agreement ratings of the six selected dimensions of the community college community service role when the ratings were re-grouped on the basis of characteristics of the organizations, their members or their leaders.

Hypothesis Seven predicted that there would be no significant differences in the mean importance ratings of the eight community service functions when the ratings were re-grouped on the basis of characteristics of the organizations, their members or their leaders.

Hypothesis Eight predicted that there would be no significant differences in the mean priority rankings of the eight community service functions when the rankings were re-grouped on the basis of characteristics of the organizations, their members or their leaders.

variance (Ferguson, 1971:208-222). By incorporating the Scheffe Multiple Comparison of Means into this analysis, the data could be grouped in various ways and a comparison of means for a number of combinations of groups could be made. Thus, these analyses determined the extent to which statistically significant differences existed between the overall mean priority rankings of each community service item (Hypothesis Five) and, when the data were grouped on the basis of characteristics of the organizations, their members or their leaders, the extent to which statistically significant differences existed in the mean agreement ratings (Hypothesis Six), the mean importance ratings (Hypothesis Seven), and the mean priority rankings (Hypothesis Eight).

Ferguson (1971:271) has noted that since the Scheffe procedure is extremely rigorous:

> . . . the investigator may choose to employ a less rigorous level of significance in using the Scheffe procedure; that is, the .10 level may be used instead of the .05 level. This is Scheffe's recommendation (1959).

Therefore, for the Scheffe Multiple Comparison of Means, the level of significance, after a significant F ratio (.05 level) was .10.

CSFS Responses

The amount of information, regarding organizational priority of the eight community service functions, gained from the CSFS data was limited relative to that obtained from the CLOS. This was due to the fact that organizational priority data, using the CSFS, were obtained from only three organizations as compared with 62 using the CLOS. The utility of the CSFS information was to supply a data

base for testing Hypothesis One.[14]

Coefficient of concordance analysis. Community organization members' rankings were subjected to a Coefficient of Concordance test to determine the degree of member consensus in their rankings of the eight community service functions. The statistic, W, expresses the degree of association among several variables.

Siegel (1956:236-237) has noted that the method for determining whether the observed value of W is significantly different from zero depends on the size of N. N equals the number of entities to be ranked. When N is larger than seven, as in the present case, the probability associated with the occurrence of a significant W is approximately distributed as chi square with:

$$\chi^2 = k\,(N-1)W$$

where k = the number of judges
N = the number of entities to be ranked
and W = the Coefficient of Concordance

The critical value for chi square at the .05 level of significance for this analysis was 14.07. This analysis was conducted twice; once with the leader response included with the member rankings and once without the leader response.

Spearman rank-order correlation coefficient analysis. The CSFS data provided a basis for discussing one of the basic assumptions of this study. Since leaders responded to the CLOS, it was assumed that

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[14] Hypothesis One predicted that there would be no agreement in the members' responses relative to community service function priority for each local community organization surveyed.

their opinions were representative of an organizational response. Using the CSFS data, it was possible to compare the rankings of the eight community service functions by the organization (i.e., the collective member response) with the rankings ascribed by the leaders of each organization respectively. Thus, it was possible to discuss the soundness of the assumption. The Spearman rank-order correlation coefficient or rho was used to measure the degree of association between organization and leader rankings. For an N of eight, the critical value of rho, at the .05 level, for this analysis was .643. This analysis provided an indication of the extent to which the leader response could be considered a reasonable substitute for an organizational response.

SUMMARY

Chapter 3, devoted to a description of the design of this study, outlined the procedures for selecting the study population, the development of the two instruments used, the methods of collecting the data and the procedures used in analyzing the data.

The college region served by Camosun College, Victoria, British Columbia, was selected as the territorial boundary for the community under study. Within that region 113 local community organizations purporting to have social service goals and objectives were identified. The population of community organizations receiving a survey soliciting organization leader response equalled this number. The population of local community organizations identified as having regular meetings of their members, and thus asked to participate in a survey soliciting organization member responses was 12.

The Community Leader Opinion Survey (CLOS) and the Community Service Function Survey (CSFS) were developed, scrutinized, pilot tested and used for data collection. The CLOS asked organization leaders to indicate their agreement to six dimensions of the community college community service role and decide on the preferred degree of college involvement in two role situations, to rate the importance of eight community service functions, and to rank the priority of the eight community service items. The CSFS asked organization members to rank the priority of the eight community service items. The focus for all ratings and rankings for both instruments was the local community organization need for services that could emanate from the community college. For those items rated, a five point Likert-type scale was utilized: for those items ranked, a two-step ranking procedure was used.

Data collection, over a two and one-half month period, involved two procedures. The CLOS was mailed from Camosun College. After three contacts had been made with the population of organizations, the total useable return numbered 62 or 54.86 percent. The CSFS data were collected by the researcher who attended the meetings of the four organizations that participated in this study. Of the total of 50 members surveyed, responses were obtained from 38 or 76.00 percent.

Responses to all items of both instruments were given a numeric code. The CLOS data were analyzed to determine frequency of responses for all variables, the means, standard deviations and, to test Hypotheses Two, Three and Four, a one sample chi square test. A one-way

analysis of variance incorporating the Scheffe Multiple Comparison of Means was used to test Hypotheses Five, Six, Seven and Eight.

The CSFS data received less intensive analysis since the number of organizational responses received, relative to the number received from the CLOS (three compared to 62), was small and the fact that the responses of three leaders of these organizations were included in the CLOS data analysis. The CSFS data were of major importance in testing Hypothesis One. They provided a basis for discussing the assumption that an organization leader's response represents an organizational response. Because of the importance of this assumption to the CLOS findings, this issue is the first to be considered in Chapter 4.

CHAPTER 4

THE FINDINGS

INTRODUCTION

The first three chapters of this thesis have outlined the purpose of this study, reviewed the literature pertinent to this investigation and described the design of the study.

The present chapter is devoted to reporting the findings. This information is reported in four sections. Section one reports the findings from the Community Service Function Survey (CSFS). These findings pertain to the degree to which members of local community organizations concurred in their priority rankings of the eight community service functions. The question of considering the organization leader's response as representative of the collective member or organizational response is also addressed.

Section two reports the agreement ratings of organization leaders to the six statements referring to dimensions of the community college community service role. These data were obtained from Part II of the CLOS. The third section is concerned with that information provided by Part I of the Community Leader Opinion Survey (CLOS). The importance ratings ascribed to the eight community service functions by organization leaders are reported.

The final section presents the findings relative to the organization leaders' perceptions of the priority rankings that a

community college community service program, designed to assist local community organizations in achieving their goals and objectives, should ascribe to the eight community service functions examined in this study.

LOCAL COMMUNITY ORGANIZATION MEMBER RANKINGS OF COMMUNITY SERVICE FUNCTIONS

The data from Part I of the CSFS provided local community organization member priority rankings of the eight community service functions. Four organizations participated in this aspect of the study; data were obtained from the members of three organizations (N=38 members). Members present at a meeting attended by the researcher, were asked to rank the eight community service functions relative to the needs for service that their organization's goal implied. The responses of all members, including that of the leader[1], reflected, given concordance, the organizational priority ranking of the functions.

These data were also analyzed to provide information concerning a basic assumption of this study; namely, that the opinions of leaders, responding as spokesmen of their organizations, were representative of an organizational response.

A summary[2] of the characteristics of the members responding indicated that most respondents were male (N=29), that most had been members of the organization surveyed for six or more years (N=27) and

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[1] Leader rankings were obtained from Part III of the CLOS which was identical to Part I of the CSFS.

[2] See Appendix I.

that most had lived in the Greater Victoria region for more than ten years (N=31). Seventeen individuals indicated membership in one or more other cultural or public health organizations; 20 respondents indicated membership in one or more other recreational organizations; and 21 indicated membership in one or more other social welfare organizations. Four respondents indicated their children had attended Camosun College and, although at present no respondent children were in attendance, at least five respondents were attending or had attended the College themselves. Respondents' ages ranged from 30 years to 90 years and over; a majority of respondents were in the 40 to 79 years of age range (N=34).

Findings from CSFS Respondent Rankings

The rankings for the eight community service functions by each organization are reported in Table 3. For each organization, the sums of ranks are reported with and without the leader ranking included.

Each of the organizations surveyed subscribed to social welfare goals. Community Analysis consistently received the highest priority ranking.[3] Staff Consultation consistently received a moderate priority ranking. For the remaining six functions, no similar trends in organization response were noted.

When the data were subjected to the coefficient of concordance

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[3] High priority functions received a rank of 1 or 2; moderate priority functions received a rank of 3, 4, 5 or 6; low priority functions received a rank of 7 or 8.

Table 3

Community Organization Member Rankings of
Community Service Functions

	Sum of Ranks					
	Organization I		Organization II		Organization III	
	N=14	N=13[a]	N=12	N=11[a]	N=12	N=11[a]
Community Analysis	28.0 (1)[b]	27.0 (1)[b]	26.0 (1)[b]	25.0 (1)[b]	23.0 (1)[b]	22.0 (1)[b]
Interagency Cooperation	34.0 (2)	32.0 (2)	49.0 (3)	43.0 (2)	48.0 (4)	42.0 (3.5)
Advisory Liaison	41.0 (3)	38.0 (3)	64.5 (6)	59.5 (6)	40.0 (2)	38.0 (2)
Public Forum	91.0 (7)	83.0 (7)	49.0 (3)	45.5 (3)	73.0 (8)	66.0 (7)
Civic Action	65.0 (4)	61.0 (4)	67.0 (7)	60.0 (7)	66.0 (6)	61.0 (6)
Staff Consultation	69.5 (5)	64.5 (5)	49.0 (3)	47.0 (4)	46.0 (3)	42.0 (3.5)
Conference Planning	76.0 (6)	70.0 (6)	72.5 (8)	64.5 (8)	70.0 (7)	67.0 (8)
Facility Utilization	99.5 (8)	92.5 (8)	55.0 (5)	51.5 (5)	64.0 (5)	50.0 (5)
W	.593	.570	.246	.218	.327	.351
χ^2	58.163[c]	51.913[c]	20.628[e]	16.764[e]	25.152[d]	27.030[d]
r_s	1.000		.997[d]		.971[d]	

a. Leader ranking not included
b. Rank out of 8 in bracket
c. Significant at the .001 level
d. Significant at the .01 level
e. Significant at the .05 level

test, regardless of whether the leader response was included in the sum of ranks or not, the collective or organizational ranking for each organization indicated a degree of agreement beyond the .05 criterion level. Organization I reflected the highest degree of agreement which was significant at the .001 level. The fairly low, but statistically significant (at the .05 level) chi square values for Organization II indicated less general agreement in the priority rankings. The consensus of Organization III respondents, significant at the .01 level, fell between the extremes established by the Organization I and II responses.

Calculation of the Spearman rank-order coefficients indicated a very high correlation, between both rankings of each organizational response. Each correlation was significant at the .01 level.

Test of Hypothesis One. Hypothesis One predicted that there would be no agreement in the members' responses relative to community service function priority rankings for each local community organization surveyed. On the basis of the data reported above, the Hypothesis was rejected in the case of each organization surveyed. Members' responses relative to community service function priority indicated that concordance existed.

Leaders as Organizational Spokesmen

One of the assumptions of this study stated that the opinions of leaders, responding as organizational spokesmen, were representative of an organizational response. If, on the basis of Kendall's coefficient of concordance test, consensus among organization members--

including the leader--existed for the community service function rankings, then the leader's response could be considered a legitimate organizational response which reflected the members' collective opinions. Equally legitimate however, is the question: "Why not consider any member's individual response as an organizational response, given the condition of concordance?"

Leader opinions are often solicited since it is generally assumed that they are in a position to be more knowledgeable about the total range of organization needs for service than may be the case with a single member. Similarly, leaders may be more knowledgeable about the total range of activities of the organization and basic problems and concerns affecting the organization's effectiveness in the community. Because of a more regular contact with the organization, leaders may be able to provide a greater amount of more accurate information relative to certain organizational characteristics such as the degree of involvment in community affairs. Individual members may not be in a position to have the breadth of knowledge the leader of an effective community organization usually must possess. The experience of this study suggested that leaders tended to be more accessible and available than were individual members: therefore, data collection was facilitated. Also, many organizations serving a social service need in the community do not have a regular membership in the sense that to become a member one has to pay fees, attend regular meetings and so forth. Thus to use collective member opinion as an organizational response is often impossible.

It could also be suggested that the influence a leader may

have over the direction and thrust of the decisions and activities of any organization may be greater than that of an individual member's influence. This is reflected, to some extent, in the differing coefficient of concordance values reported in Table 3. For Organization I and II these values reflect more agreement when the leader ranking is included in the calculation. It could be suggested that this effect is attributable to the influence of the leader. In the case of Organization III, the coefficient of concordance value is higher when the leader ranking is not included. It would appear that for Organization III, the members collectively exercise more influence. The effects of any one member may or may not follow this pattern.

The data base in the present study was not sufficiently substantial to generalize for the study population relative to the effects of the influence of the leader compared with the influence of the membership. However, as shown in Table 4, it was possible to compare the rankings of the leader with their respective organizations. The Spearman rank-order coefficients indicated that for Organization I and II, the leader and organization rankings correlated to the .05 level of significance (.977 and .758 respectively). For Organization III the rho value of .525, while not significant to the .05 level, showed moderate correlation.

The information revealed in the correlation analysis would lend support to the basic assumption that the leader response may be considered a reasonable substitute for an organizational response. The analysis does not refute the basic assumption.

While the purpose of this discussion was not to test a basic

Table 4

Comparison of Leader and Organizational Rankings of Community Service Functions

Community Service Function	Organization I Leader Rank	Organization I Org'n. Rank* N=13	Organization II Leader Rank	Organization II Org'n. Rank* N=11	Organization III Leader Rank	Organization III Org'n. Rank* N=11
Community Analysis	1	1	1	1	1	1
Interagency Cooperation	2	2	6	2	6	3.5
Advisory Liaison	3	3	5	6	2	2
Public Forum	8	7	3	3	7	7
Civic Action	4	4	7	7	5	6
Staff Consultation	5	5	2	4	4	3.5
Conference Planning	6	6	8	8	3	8
Facility Utilization	7	8	4	5	8	5
r_s	.977[a]		.758[b]		.525	

* Leader ranking not included.
a. Significant at the .01 level.
b. Significant at the .05 level.

study assumption per se, the question posed at the outset remains in need of resolution. It would appear that some assessment of the increased utility of an individual member response or the collective members response compared with the leader response should be made. In addition, the conditions under which a particular study is conducted should be considered. Often such questions as the one posed are resolved when these latter constraints are considered.

Discussion

The major purpose for examining the rankings of members and their leaders with Kendall's coefficient of concordance (W) was to determine the degree of agreement among their rankings of the eight community service functions. If the W test indicated that association existed, then, the best estimate of the "true" ranking of the eight functions is the order of the various sums of ranks (Siegel, 1956:238). For each organization, the W test indicated agreement existed and Hypothesis One was rejected.

Comparing the means of the organization members' rankings with the rankings provided by the leader, an indication of the organizational representativeness of the leader's response was provided. This analysis showed only slight variation in the priorities and tended to support a basic study assumption that the opinions of the leaders responding as organizational spokesmen, were representative of an organizational response.

THE ROLE OF COMMUNITY COLLEGE COMMUNITY SERVICES

The leaders of the 62 local community organizations provided an indication of the degree to which they agreed with six selected dimensions of the community college community service role. Leaders used a five point rating scale to record their opinion. The procedures used to analyze these data were outlined in Chapter 3.

Community Service Role Dimension Opinions for the Total Population

Table 5 presents the means and standard deviations of leader opinion regarding the six role dimensions for all organizations surveyed.[5] The Legitimacy dimension proposed that it was an appropriate role of the community college to participate in community service activities. This dimension received the highest mean agreement rating of 1.92 and standard deviation of 0.66 indicating a high level of agreement to the item and also a high degree of agreement among organizations in their opinion. The Scope dimension received a mean agreement rating of 2.34 (SD=0.83). In this case, organizations agreed that the college should expand its program of community service

Table 5

Means and Standard Deviations of Community Service Role Dimensions by the Total Population
N=62

Role Dimension	Mean	SD*
Legitimacy	1.92	0.66
Scope	2.34	0.83
Organization Commitment	1.98	0.79
College Commitment	2.51	0.81
Catalyst Role	2.48	1.00
Comprehensive Role	2.84	1.07

* Standard Deviation.

[5] Because of the coding procedures used, the higher the numeric value of the mean rating, the lower the level of agreement.

activities. The third role dimension, Organization Commitment, addressed the extent to which organizations surveyed agreed with the suggestion that they would work willingly with the community college on a particular community service project having relevance to the organization's goals. The Organization Commitment dimension mean agreement rating was 1.98 (SD=0.79) and respondents showed general agreement to the suggestion. College Commitment, the fourth role dimension, received a mean agreement rating of 2.51 (SD=0.81). This mean fell within the undecided mean range for agreement (2.50 to 3.50). The College Commitment item proposed that the college should allocate more resources to its community service program.

The Catalyst Role dimension proposed that an appropriate college role in community services was one of encouraging community organizations to undertake new community service projects having relevance to the organization's purposes. The mean agreement rating of 2.48 (SD=1.00) showed that while organizations generally agreed to the suggestion the mean response approached the undecided range. The Comprehensive Role dimension with a mean agreement rating of 2.84 (SD=1.07) received the highest mean score of any dimension. This mean fell in the undecided range of response. The Comprehensive Role proposed that an appropriate community college community service role is in planning a comprehensive community service program for the community.

Preferred involvement in community service. Table 6 reports the frequency and percentage of organizational opinion concerning the degree of college involvement in the Catalyst Role and the Comprehensive

Table 6

Degree of Involvement in Catalyst or Comprehensive Role Dimensions
N=60

	Most Active Involvement		Least Active Involvement		Total	
	F	%	F	%	F	%
Catalyst Role	51	85.0	9	15.0	60	100.0
Comprehensive Role	9	15.0	51	85.0	60	100.0

Role. Fifty-one or 85.0 percent of organizations responding indicated that the college should be most actively involved in the Catalyst Role. This response suggested that even though the Catalyst Role dimension received an overall mean agreement rating which fell toward the lower limits of the mean range for agreement, organizations, when forced to decide between it and the Comprehensive Role dimension, clearly preferred the former.

Test of Hypothesis Two. Hypothesis Two predicted that there would be no difference between the observed and expected equi-probable distribution of agreement ratings for each of the six selected dimensions of the community college community service role. To test this Hypothesis, all responses were subjected to a one sample chi square test. As shown in Table 7, chi square values, significant beyond the .01 level were obtained for all dimensions except the Comprehensive Role dimension. Accordingly, Hypothesis Two was rejected

Table 7

Chi Square Values for the Six Dimensions of Community College Community Service Role
N=60

Role Dimension	Chi Square
Legitimacy	95.839[a]
Scope	29.246[a]
Organization Commitment	78.820[a]
College Commitment	22.557[a]
Catalyst Role	13.774[b]
Comprehensive Role	0.918[c]

a. Significant at the .001 level.
b. Significant at the .01 level.
c. Not significant.

for each role dimension, except the Comprehensive Role. For the Comprehensive Role dimension the differences between the observed and expected frequencies could be attributable to chance variations in frequencies. Given the one exception, this analysis indicated that respondent opinion regarding the remaining five dimensions of the community college community service role was not attributable to chance variations in frequencies.

It was possible to identify variations in the pattern of response noted above when the mean agreement ratings were grouped on the basis of the 11 characteristics of organizations, their members or their leaders. These variations were reported because they suggested differences in opinions about the six dimensions of community college community service role that could, in part, be attributed to a particular organizational, member or leader characteristic and heretofor

have been masked in the analysis of data.

Organization Age

Regardless of the length of time the organizations had been established, the Legitimacy, Scope and Organization Commitment dimensions received mean ratings within the range of agreement (1.00 to 2.49). As reported in Table 8, old organizations (more than 20 years) were undecided in their mean agreement rating relative to the College Commitment dimension (mean=2.78; SD=1.22) and the Catalyst Role dimension (mean=2.63; SD=0.91). All organizations, irrespective of the length of time they had been established, indicated they were undecided in their opinion concerning the Comprehensive Role dimension, with old organizations recording the lowest mean agreement rating of 3.00 (SD=1.05).

Average Age of Persons Served by the Organization

Table 9 indicates that for Legitimacy, Scope and Organization Commitment, the re-grouping of organizational responses on the basis of average age of persons served did not alter the finding that the mean ratings fell within the range of agreement. The mean agreement rating for organizations serving all ages of persons fell into the undecided range for College Commitment (mean=2.68; SD=0.81).

The mean value of 3.22 (SD=0.83) ascribed to the Catalyst and Comprehensive Role dimensions indicated that organizations serving persons zero to 19 years old were undecided in their opinion to these role alternatives. Regardless of the age of persons served, all mean agreement ratings pertaining to the Comprehensive Role fell into

Table 8

Role Dimension Mean Agreement Ratings by Organization Age

Role Dimension	0-5 years N=12		6-20 years N=16		more than 20 years N=32		Total N=60	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Legitimacy	1.83	0.58	1.75	0.77	2.06	0.62	1.93	0.66
Scope	2.08	0.79	2.40	0.74	2.47	0.88	2.37	0.83
Organization Commitment	1.58	0.67	1.68	0.56	2.25	0.84	1.83	0.79
College Commitment	2.08	0.79	2.17	0.80	2.78	0.75	2.35	0.82
Catalyst Role	2.33	1.07	2.44	1.15	2.63	0.91	2.52	1.00
Comprehensive Role	2.58	0.90	2.73	1.28	3.00	1.05	2.85	1.08

Table 9

Role Dimension Mean Agreement Ratings by the Average Age of Persons Served

Role Dimension	0-19 years N=9		20-49 years N=18		All Ages N=33		Total N=60	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Legitimacy	2.00	0.00	1.83	0.51	1.97	0.80	1.93	0.65
Scope	2.22	0.44	2.35	0.79	2.41	0.92	2.37	0.82
Organization Commitment	2.00	0.50	1.88	0.86	2.06	0.81	2.00	0.78
College Commitment	2.33	0.71	2.24	0.83	2.68	0.81	2.50	0.81
Catalyst Role	3.22	0.83	2.44	1.04	2.35	0.95	2.51	0.99
Comprehensive Role	3.22	0.83	2.76	0.97	2.79	1.17	2.85	1.07

the undecided range of agreement (2.50 to 3.50).

Number of Organization Members

Examination of Table 10 revealed that the size of organizations had no effect on the mean agreement ratings given to the Legitimacy dimension (mean=1.89; SD=0.62), the Scope dimension (mean=2.36; SD=0.82) or the Organization Commitment dimension (mean=1.96; SD=0.76). All values indicated that organizations agreed with these three role dimension statements.

For this organizational characteristic, the data revealed a particular trend. As the organization size increased the mean rating of agreement consistently decreased for every role dimension statement.

Large organizations with more than 200 members were undecided in their opinion about the College Commitment dimension (mean=2.83; SD=0.79), the Catalyst Role (mean=2.83; SD=0.92) and the Comprehensive Role (mean=3.22; SD=1.17). Organizations with 51 to 200 members recorded mean agreement ratings in the undecided range for College Commitment (mean=2.63; SD=0.62), Catalyst Role (mean=2.81; SD=1.17) and the Comprehensive Role (mean=2.75; SD=1.18). Small organizations, having zero to 50 members agreed with all other organizations in their undecided opinion with respect to the Comprehensive Role (mean=2.55; SD=0.86).

Average Age of Organization Members

The differences in mean ratings of the six role dimensions when organizations were grouped on the basis of the average age of their members (Table 11) indicated that mean ratings for Legitimacy

Table 10

Role Dimension Mean Agreement Ratings by the Number of Members

Role Dimension	0-50 N=23		51-200 N=16		more than 200 N=18		Total N=57	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Legitimacy	1.78	0.52	1.94	0.68	2.00	0.69	1.89	0.62
Scope	2.18	0.80	2.44	0.63	2.50	0.99	2.36	0.82
Organization Commitment	1.77	0.69	2.00	0.52	2.17	0.99	1.96	0.76
College Commitment	2.14	0.77	2.63	0.62	2.83	0.79	2.50	0.79
Catalyst Role	2.09	0.85	2.81	1.17	2.83	0.92	2.53	1.02
Comprehensive Role	2.55	0.86	2.75	1.18	3.22	1.17	2.82	1.08

Table 11

Role Dimension Mean Agreement Ratings by the Average Age of Members

Role Dimension	0-39 years N=20		40-69 years N=16		All Ages N=18		Total N=54	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Legitimacy	2.00	0.65	1.94	0.25	1.78	0.81	1.91	0.62
Scope	2.20	0.83	2.31	0.60	2.50	0.99	2.33	0.82
Organization Commitment	1.80	0.62	2.00	0.63	2.17	0.99	1.98	0.76
College Commitment	2.35	0.75	2.50	0.63	2.61	0.98	2.48	0.79
Catalyst Role	2.60	0.94	2.75	1.00	2.28	1.13	2.54	1.02
Comprehensive Role	3.00	0.92	2.75	1.00	2.56	1.15	2.78	1.06

(mean=1.91; SD=0.62), Scope (mean=2.33; SD=0.82), Organization Commitment (mean=1.98; SD=0.76) and College Commitment (mean=2.48; SD=0.79) fell within the mean agreement range (1.00 to 2.49). Organizations having members of all ages recorded the lowest mean ratings for these dimensions, but all were within the limits of the mean agreement range.

Organizations having members in the zero to 39 age range recorded mean agreement ratings for the Catalyst Role of 2.60 (SD=0.94) and Comprehensive Role of 3.00 (SD=0.92). These values, both within the undecided range, corresponded with the opinions of organizations with members in the 40 to 69 age range for the Catalyst Role and with the opinions of all other organizations regardless of the age of members for the Comprehensive Role. The 18 organizations having members of all ages reported a mean agreement rating of 2.28 (SD=1.13) for the Catalyst Role.

Average Annual Income of Organization Members

The differences in means on the six role dimensions based on the average annual income of organization members (Table 12) revealed that the higher the average annual income of members, the lower the mean rating of agreement to the six role dimensions. Although all dimensions, except the Comprehensive Role dimension, received ratings within the mean agreement range (1.00 to 2.49) by all organizations, those organizations with members having an average annual income equal to or in excess of $10,000.00 were undecided in their opinions relative to the College Commitment dimension (mean=2.78; SD=0.88) and the Catalyst Role (mean=2.61; SD=1.03). The Comprehensive Role agreement

Table 12

Role Dimension Mean Agreement Ratings by the Average Annual Income of Members

Role Dimension	$0-$9,999 N=26 Mean	SD	$10,000 and above N=23 Mean	SD	Total N=49 Mean	SD
Legitimacy	1.85	0.67	1.91	0.60	1.88	0.63
Scope	2.31	0.79	2.48	0.90	2.39	0.84
Organization Commitment	1.73	0.72	2.17	0.72	1.94	0.75
College Commitment	2.23	0.71	2.70	0.88	2.45	0.82
Catalyst Role	2.35	0.98	2.61	1.03	2.47	1.00
Comprehensive Role	2.54	0.99	2.91	1.12	2.71	1.06

ratings for both "low" and "high" average annual income fell within the undecided mean range (mean=2.54; SD=0.99 and mean=2.91; SD=1.12, respectively).

Percentage of Female and Male Organization Members

Inspection of Table 13, which reports mean ratings of agreement on the six role dimensions when organizations were grouped on the basis of the percentage of women and men members, revealed that, regardless of the percentage of females and males, the organizations concurred in their agreement to the dimensions of Legitimacy, Scope, Organization Commitment and College Commitment role dimensions. Organizations were undecided in their opinion relative to the Catalyst and Comprehensive Role dimensions. The 22 organizations having a high (60 to 100) percentage of female members and a correspondingly low (zero to 40) percentage of male members recorded a mean rating of 2.41 (SD=1.14) for the Catalyst Role dimension. This value fell within the agreement range. This was the only exception to the general finding that regardless of the percentage distribution of female and male members all organizations were undecided with regard to the suggested Catalyst and Comprehensive Role dimensions. Generally, those 10 organizations with an approximately equal (41 to 59) percentage of men and women tended to record lower mean agreement ratings than did those organizations which had a high or low percentage of men or women.

Organizational Purpose

A review of the mean agreement ratings to the selected role dimensions when organizations surveyed were grouped on the basis of

Table 13

Role Dimension Mean Agreement Ratings by the Percentage Distribution of Female and Male Members

Role Dimension	Low Female (0-40%) High Male (60-100%) N=22		Equal Distribution (41-59%) N=10		High Female (60-100%) Low Male (0-40%) N=22		Total N=54	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Legitimacy	1.95	0.38	2.00	0.94	1.82	0.66	1.91	0.62
Scope	2.36	0.58	2.50	1.18	2.23	0.87	2.33	0.82
Organization Commitment	2.14	0.77	2.20	1.03	1.73	0.55	1.98	0.76
College Commitment	2.45	0.67	2.60	1.26	2.45	0.67	2.48	0.79
Catalyst Role	2.73	0.88	2.40	1.07	2.41	1.14	2.54	1.02
Comprehensive Role	2.63	0.95	2.60	0.97	2.95	1.21	2.78	1.06

their self assignment to societal groups having one of four social service purposes in the community indicated that differing organizational goals did have an effect on their opinions relating to agreement with the six dimensions (Table 14).

Cultural organizations consistently agreed with the dimension items and recorded means from 1.73 (SD=0.47) for Legitimacy to 2.36 (SD=1.03) for Comprehensive Role. Public health organizations' opinions revealed their agreement with the Legitimacy dimension (mean=2.00; SD=0.73) and the Organization Commitment dimension (mean=1.82; SD=0.87). Public health organizations reported undecided opinions relative to the Scope dimension (mean=2.80; SD=0.86), the College Commitment dimension (mean=2.73; SD=0.80), the Catalyst Role alternative (mean=2.69; SD=1.20) and the Comprehensive Role alternative (mean=2.40; SD=0.91). The eight recreational organizations were undecided in their opinion relative to the Scope dimension (mean=2.76; SD=0.89), the College Commitment dimension (mean=3.00; SD=0.53), the Catalyst Role alternative (mean=2.88; SD=0.83) and the Comprehensive Role alternative (mean=3.00; SD=0.93). These organizations reported mean agreement ratings of 2.13 (SD=0.83) and 2.25 (SD=0.71) for the Legitimacy and Organization Commitment dimensions respectively. In the case of social welfare organizations, agreement in opinions relative to all dimensions except the Comprehensive Role alternative (mean=2.67; SD=1.11) was expressed.

Degree of Involvement in Community Service Activities

As reported in Table 15, regardless of the degree of organizational involvement in community service activities, all organizations

Table 14

Role Dimension Mean Agreement Ratings by the Organization Purpose

Role Dimension	Cultural N=11		Public Health N=16		Recreational N=8		Social Welfare N=27		Total N=62	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Legitimacy	1.73	0.47	2.00	0.73	2.13	0.83	1.89	0.64	1.92	0.66
Scope	2.00	0.77	2.80	0.86	2.75	0.89	2.11	0.71	2.34	0.83
Organization Commitment	1.82	0.87	2.13	0.92	2.25	0.71	1.89	0.70	1.98	0.79
College Commitment	2.09	0.70	2.73	0.80	3.00	0.53	2.41	0.84	2.51	0.81
Catalyst Role	2.27	0.79	2.69	1.20	2.88	0.83	2.33	1.00	2.48	1.00
Comprehensive Role	2.36	1.03	3.40	0.91	3.00	0.93	2.67	1.11	2.84	1.07

Table 15

Role Dimension Mean Agreement Ratings by the Degree of Involvement in Community Service Activities

Role Dimension	High N=18 Mean	SD	Moderate N=29 Mean	SD	Low N=13 Mean	SD	Total N=60 Mean	SD
Legitimacy	2.06	0.64	1.79	0.62	2.08	0.76	1.93	0.66
Scope	2.33	0.84	2.28	0.75	2.46	1.05	2.33	0.84
Organization Commitment	1.78	0.73	1.93	0.65	2.38	1.04	1.98	0.79
College Commitment	2.28	0.89	2.66	0.61	2.46	1.05	2.50	0.81
Catalyst Role	2.39	1.29	2.55	0.87	2.54	0.88	2.50	1.00
Comprehensive Role	2.78	1.17	3.00	1.07	2.54	0.97	2.83	1.08

agreed with the Legitimacy, Scope and Organization Commitment dimensions and were undecided relative to the College Commitment, Catalyst Role and Comprehensive Role dimensions. Those 29 organizations that indicated moderate involvement in community service activities were undecided in their opinion regarding the College Commitment dimension (mean=2.66; SD=0.61). These same organizations and those involved to a low degree in community service activities reported mean agreement ratings of 5.25 (SD=0.87) and 2.54 (SD=0.88) respectively for the Catalyst Role alternative. These ratings fell within the undecided range of agreement. Regardless of the degree of involvement in community service activities, all organizations rated the Comprehensive Role alternative in the undecided range of agreement.

Method of Leader Selection

Examination of Table 16 revealed that Legitimacy and Organization Commitment received ratings within the mean range of agreement (1.00 to 2.49) from all organizations regardless of whether their leaders were elected, appointed or employed. Organizations having appointed leaders were undecided in their opinion relative to the Scope dimension (mean= 2.67; SD=1.00) and the College Commitment dimension (mean=2.56; SD=0.88). Although these same organizations agreed with the Catalyst Role dimension (mean=2.00; SD=0.87), those organizations with elected leaders and those with employed leaders recorded undecided agreement ratings of 2.55 (SD=1.19) and 2.67 (SD=0.92) respectively. Organizations having employed leaders recorded undecided agreement ratings for Scope (mean= 2.50; SD=0.93) and College Commitment (mean=2.58; SD=0.88) dimensions. Irrespective of the method of leader selection, all organizations

Table 16

Role Dimension Mean Agreement Ratings by the Method of Leader Selection

Role Dimension	Elected N=20		Appointed N=9		Employed N=24		Total N=53	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Legitimacy	1.75	0.55	1.89	0.33	2.13	0.85	1.94	0.69
Scope	2.25	0.55	2.67	1.00	2.50	0.93	2.43	0.82
Organization Commitment	2.00	0.86	2.00	0.87	2.00	0.78	2.00	0.81
College Commitment	2.30	0.80	2.56	0.88	2.58	0.88	2.47	0.85
Catalyst Role	2.55	1.19	2.00	0.87	2.67	0.92	2.51	1.03
Comprehensive Role	2.70	1.13	2.78	1.39	3.00	1.06	2.85	1.13

concurred in their undecided agreement rating for the Comprehensive Role dimension.

Tenure of the Leader

As revealed in Table 17, those organizations with leaders having a tenure of up to one year, recorded mean agreement ratings that were generally higher in the mean range for agreement than did those organizations having leaders with a tenure of two or more years. This finding held for all role dimensions except Legitimacy. Organizations with short tenured leaders were undecided in their agreement relative to the College Commitment dimension (mean=2.53; SD=0.77) and the Catalyst Role (mean=2.58; SD=1.17). Organizations with long tenured leaders were undecided in their agreement relative to the Catalyst Role alternative (mean=2.52; SD=1.00). Regardless of the tenure of the leader, all organizations rated the Comprehensive Role in the undecided range.

Analysis of Variance

The above description suggested that when organization responses were grouped according to the 11 organization, member and leader characteristics, some variations in the general finding noted at the outset of this section were identified. It can be suggested that knowledge of such departures should be considered when decisions concerning the college community service role are made.

In order to more precisely identify the effect grouping by the 11 characteristics had on the organization opinion regarding the role dimensions and to test Hypothesis Six, the means were analyzed by a

Table 17

Role Dimension Mean Agreement Ratings by the Tenure of the Leader

Role Dimension	Short (0-1 year) N=19		Long (2 or more years) N=31		Total N=50	
	Mean	SD	Mean	SD	Mean	SD
Legitimacy	1.89	0.32	1.94	0.77	1.92	0.63
Scope	2.63	0.68	2.26	0.86	2.40	0.81
Organization Commitment	2.05	0.85	1.90	0.75	1.96	0.78
College Commitment	2.53	0.77	2.35	0.88	2.42	0.84
Catalyst Role	2.58	1.17	2.52	1.00	2.54	1.05
Comprehensive Role	3.11	1.05	2.71	1.19	2.86	1.14

one-way analysis of variance. The details of this treatment were outlined in Chapter 3. Table 18 reports the findings of this analysis: only those differences significant at the .10 level after an F ratio significant to the .05 level are reported.

As shown in Table 18, differences in opinion were statistically significant between young and old organizations and established and old organizations for the Organization Commitment role dimension. For this same dimension, differences in opinion were statistically significant between organizations with a low and high average annual member income.

For the College Commitment role dimension the organization age, number of members and average annual member income characteristics yielded statistically significant differences. Opinions about this role dimension were significantly different between young and old organizations, established and old organizations, small and medium sized organizations, small and large organizations and between organizations with a low and high average annual member income. Statistically significant differences in opinion were also identified in the opinions of organizations of small and medium size regarding the Catalyst Role.

These findings indicate that the organizational age, number of members or average annual member income characteristics contributed to statistically significant differences in opinion regarding the Organization Commitment dimension, College Commitment dimension and Catalyst Role dimension. This would suggest that certain characteristics of the organizations and their members significantly affect the

Table 18

Scheffe Comparison of Means: Role Dimension Agreement Ratings by the Characteristics of the Organizations, Their Members or Their Leaders

Role Dimension	Characteristic	Groups Significantly Different	N	Mean	F	p[a]
Organization Commitment	Organization Age	young	12	1.58	4.63	.0474
		old	32	2.25		
		established	16	1.68	4.63	.0692
		old	32	2.25		
	Average Annual Member Income	low	26	1.73	4.61	.0369
		high	23	2.17		
College Commitment	Organization Age	young	12	2.08	5.08	.0492
		old	32	2.78		
		established	16	2.17	5.08	.0391
		old	32	2.78		
	Number of Members	small	23	2.14	5.64	.0864
		medium	16	2.63		
		small	23	2.14	5.64	.0092
		large	18	2.83		
	Average Annual Member Income	low	26	2.23	4.20	.0459
		high	23	2.69		
Catalyst Role	Number of Members	small	23	2.09	3.24	.0751
		medium	16	2.83		

a. Scheffe

organization opinion regarding the role of college community services and that decisions regarding the community college community service role should consider these characteristics.

However, an examination of the means for Organization Commitment shows that although a statistically significant difference existed between the means regardless of organizational age and average annual member income, the means fell within the agreement range of response (1.00 to 2.49). Thus, it would appear that where means for one group fell into the agreement range of response and where means for the second group fell into the undecided range of response, as was the case for the College Commitment and Catalyst Role dimensions reported in Table 18, the significant differences could be of greater importance in college decision-making relative to its community service role.

Test of Hypothesis Six. Hypothesis Six predicted that there would be no significant differences in the mean agreement ratings of the six selected dimensions of the community college community service role when these ratings are re-grouped on the basis of characteristics of the organizations, their members or their leaders. On the basis of the above analysis, Hypothesis Six was rejected for the Organization Commitment, College Commitment and Catalyst Role dimensions. Organization age, the average annual member income and the number of members revealed statistically significant differences in opinion.

Discussion

The analysis of opinions regarding the six dimensions of community college community service role suggested that community service activities were a legitimate and appropriate part of the college role. The organizations surveyed generally agreed that they would willingly work with the college on particular community service projects having relevance to their goals. The suggestion that the college should expand its program of community services received general consensus by organizations surveyed. The suggestion that the college should allocate more resources to its community service program did not receive general support.

Community organizations generally preferred a college community service role of encouragement to local organizations to undertake new community service projects. This Catalyst Role received more general agreement and appreciable support compared with the Comprehensive Role dimension. The latter dimension proposed that an appropriate college community service role was to plan a comprehensive broadly-based community service program.

When responses to the six role dimension statements were analyzed by the 11 characteristics of the organizations, their members and leaders, certain departures from the general trends noted above were identified. The effect was one of lowering the mean ratings. Organizations that had been established for more than 20 years generally reported a lower agreement rating for all dimensions as did those with more than 200 members. Those organizations serving persons in the zero to 19 age range recorded the lowest mean

agreement ratings for the Catalyst and Comprehensive Role alternatives.

The organizations having a high average annual member income rated all dimensions lower than did organizations having members with a lower average annual income. Except for the Catalyst Role and Comprehensive Role, organizations with an approximately equal distribution of women and men members tended to rate dimensions lower on the agreement scale.

Recreational organizations indicated lower general agreement to the six role dimension items than did cultural, public health and social welfare organizations. Cultural organizations rated all dimensions, including the Comprehensive Role alternative, within the range for agreement (1.00 to 2.49). Regardless of the degree of involvement in community service activities, all organizations tended to concur in their opinions relative to the six dimensions.

Organizations with elected and employed leaders concurred in their undecided opinion relative to the Catalyst Role. Those organizations having the same leader for up to one year tended to report lower mean agreement ratings than did those organizations whose leader remained in that position for more than two years.

Analysis of variance confirmed the statistical significance of certain of these variations. Specifically, statistically significant differences for Organization Commitment, College Commitment and the Catalyst Role dimensions were found when the data were re-grouped on the basis of organization age, number of members and average annual member income.

Summary

The agreement ratings on the six role dimensions indicated that all organizations surveyed perceived community service activities as a legitimate college function in the community. A majority of these same organizations were committed to cooperate with the college in certain community service projects which have relevance to organizational goals. The Catalyst Role was perceived as a more desirable role for community college involvement in community services than was the Comprehensive Role.

The chi square one sample test verified that the observed frequency of responses for each dimension, except the Comprehensive Role dimension, was significantly different from the expected equiprobable response. Thus, except for the Comprehensive Role, Hypothesis Two was rejected.

The results of the one-way analysis of variance suggested that Hypothesis Six be rejected for the Organization Commitment, College Commitment and Catalyst Role dimensions since statistically significant differences were found to exist when responses were grouped on the basis of organization age, number of members and average annual member income.

THE IMPORTANCE OF COMMUNITY SERVICE FUNCTIONS

The 62 local community organization leaders provided their perception of how important each of the eight community service functions would be in assisting their respective organizations to achieve their goals and objectives. Leaders used a five point

rating scale to record their opinion. Details of the procedures used to analyze these data were outlined in Chapter 3.

Importance Ratings for the Total Population

The ratings of community service function importance for all local community organizations are presented in Table 19. All mean ratings fell within the range of 1.00 to 2.49 and suggested that organization leaders perceived all functions as important activities of a community college community service program designed to assist local community organizations in achieving their goals. Interagency Cooperation was perceived as being of highest importance (mean=1.81; SD=0.99). Public Forum was perceived as being of lowest importance (mean=2.35; SD=1.01).

Test of Hypothesis Three. Hypothesis Three, which predicted that there would be no difference between the observed and the expected equi-probable distribution of importance ratings for each of the eight community service functions was rejected on the basis of the chi square value (Table 20). The differences between the observed and the expected frequencies were not merely chance variations in frequencies.

In order to address the question of whether certain characteristics of the organizations, their members or their leaders would affect the perceived importance of the community service functions, the data were grouped on the basis of the 11 organizational, member and leader characteristics. Thus, it was possible to identify departures from the general finding for the population reported above.

Table 19

Means and Standard Deviations of Community Service Function Importance Ratings for the Total Population N=62

Community Service Function	Mean	SD
Community Analysis	1.89	0.81
Interagency Cooperation	1.81	0.99
Advisory Liaison	2.32	1.10
Public Forum	2.35	1.01
Civic Action	2.34	1.12
Staff Consultation	2.06	0.88
Conference Planning	2.37	1.00
Facility Utilization	1.90	0.88

Table 20

Chi Square Values for the Importance Ratings of the Eight Community Service Functions

Community Service Function	Chi Square[a]
Community Analysis	90.710
Interagency Cooperation	75.903
Advisory Liaison	25.000
Public Forum	33.032
Civic Action	31.194
Staff Consultation	54.323
Conference Planning	30.032
Facility Utilization	66.806

a. Significant at the .001 level.

Organization Age

Inspection of the mean ratings of importance (Table 21) when grouped on the basis of the length of time the organization had been established in Victoria revealed that, in general, organizations surveyed perceived all functions as important. The Interagency Cooperation function was perceived as most important (mean=1.82; SD=1.00) by all organizations when grouped on this basis.

Examination of mean importance ratings for young organizations, in existence for not more than five years, indicated that these fell into the undecided mean response range for the Conference Planning function (mean=2.58; SD=1.00). Established organizations, in existence for six to 20 years, were undecided about the importance of the Civic Action function (mean=2.63; SD=1.20) and the Conference Planning function (mean=2.50; SD=1.26) in meeting their needs for service. Old organizations, in existence for 20 or more years, indicated that all functions were perceived as important except for the Advisory Liaison function (mean=2.63; SD=1.18) and the Public Forum function (mean=2.59; SD=1.01). This analysis suggested that the community service functions are viewed as important by a high majority of organizations surveyed irrespective of the length of time the organization had been established. Young organizations were undecided about the importance of the Conference Planning function in meeting their needs for service; established organizations were undecided about the importance of the Civic Action and Conference Planning functions in meeting their needs; and old organizations were undecided about the importance of the Advisory Liaison and Public Forum functions in meeting their needs.

Table 21

Community Service Function Mean Importance Ratings by the Organization Age

Function	0-5 years N=12		6-20 years N=16		more than 20 years N=32		Total N=60	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Community Analysis	1.50	0.52	1.63	0.81	2.19	0.82	1.90	0.82
Interagency Cooperation	1.75	0.62	1.38	0.50	2.06	1.22	1.82	1.00
Advisory Liaison	2.25	0.97	1.81	0.83	2.63	1.18	2.33	1.10
Public Forum	2.33	1.15	1.94	0.77	2.59	1.01	2.37	1.01
Civic Action	2.08	1.08	2.63	1.20	2.34	1.10	2.37	1.12
Staff Consultation	2.08	0.90	2.06	1.00	2.13	0.83	2.10	0.88
Conference Planning	2.58	1.00	2.50	1.26	2.28	0.85	2.40	0.99
Facility Utilization	1.83	1.03	1.69	0.60	2.09	0.93	1.93	0.88

Average Age of Persons Served by the Organization

Scrutiny of the mean importance ratings reported in Table 22 showed that most organizations, regardless of the average age of persons served, perceived all functions as important. Interagency Cooperation was considered the most important (mean=1.82; SD=0.99).

Organizations serving youthful persons (zero to 19 years) were undecided in their opinion of the importance of the Advisory Liaison function (mean=2.56; SD=1.13), the Public Forum function (mean=2.56; SD=1.42), the Civic Action function (mean=3.22; SD=0.97), the Staff Consultation function (mean=2.56; SD=0.73) and the Conference Planning function (mean=3.44; SD=1.01) in assisting them in achieving their goals. Organizations serving middle-aged persons and persons of all ages perceived all functions as important. Given the exceptions for organizations serving young persons, this analysis suggested that most organizations surveyed, when grouped on the basis of the average age of their clientele, perceived all eight functions as important college services which could assist in the achievement of their goals and objectives.

The Number of Organization Members

An analysis (Table 23) of the mean importance ratings of the 57 organizations responding to this factor showed that most perceived the functions as important. Interagency Cooperation was viewed as most important (mean=1.77; SD=0.98) in meeting organization needs. Large organizations were undecided in their opinion of the importance of Advisory Liaison (mean=2.83; SD=1.29), Public Forum (mean=2.83;

Table 22

Community Service Function Mean Importance Ratings by the Average Age of Persons Served

Function	0-19 years N=9		20-49 years N=18		All Ages N=33		Total N=60	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Community Analysis	2.00	0.50	1.83	0.71	1.91	0.93	1.90	0.81
Interagency Cooperation	1.78	0.67	1.83	0.79	1.82	1.17	1.82	0.99
Advisory Liaison	2.56	1.13	2.11	0.76	2.41	1.23	2.34	1.09
Public Forum	2.56	1.42	2.28	0.83	2.38	0.99	2.38	1.00
Civic Action	3.22	0.97	2.06	1.11	2.29	1.06	2.36	1.11
Staff Consultation	2.56	0.73	2.28	1.13	1.85	0.70	2.08	0.88
Conference Planning	3.44	1.01	2.28	1.02	2.18	0.80	2.39	0.99
Facility Utilization	2.33	1.12	1.72	0.89	1.91	0.79	1.92	0.88

Table 23

Community Service Function Mean Importance Ratings by the Number of Members'

Function	0-50 N=23 Mean	SD	51-200 N=16 Mean	SD	More than 200 N=18 Mean	SD	Total N=57 Mean	SD
Community Analysis	1.57	0.51	1.94	0.77	2.17	0.99	1.86	0.79
Interagency Cooperation	1.70	0.82	1.69	1.08	1.94	1.11	1.77	0.98
Advisory Liaison	2.00	0.85	2.25	1.06	2.83	1.29	2.33	1.11
Public Forum	2.22	1.04	2.19	0.66	2.83	1.15	2.40	1.02
Civic Action	2.30	1.15	1.88	0.81	2.78	1.22	2.33	1.12
Staff Consultation	2.04	0.93	2.25	0.86	1.94	0.80	2.07	0.86
Conference Planning	2.39	1.12	2.31	1.01	2.56	0.92	2.42	1.02
Facility Utilization	1.96	0.93	1.69	0.70	2.17	0.99	1.95	0.89

SD=1.15), Civic Action (mean=2.78; SD=1.22) and Conference Planning (mean=2.56; SD=0.92). Considering these exceptions, this analysis indicated that, irrespective of the number of members, organizations tended to perceive these functions as important college community services.

Average Age of Organization Members

A review of the mean importance ratings ascribed to the eight community service functions indicated that all tended to be viewed as important when organizations were grouped on the basis of average age of members (Table 24). Interagency Cooperation emerged as the function perceived as being of highest importance (mean=1.72; SD=0.92). Only two exceptions to the general finding of importance of all functions were found. Conference Planning was considered by organizations with youthful members as being of undecided importance (mean=2.56; SD=0.93) in meeting their needs. Public Forum was considered by organizations with middle-aged members as being of undecided importance (mean=2.56; SD=0.96) in meeting their needs.

Average Annual Income of Organization Members

The findings reported in Table 25 indicated that organizational mean importance ratings, when grouped on the basis of an average annual income of zero to $9,999.00 and $10,000.00 and above, were not affected. This is, all mean ratings fell within the important range, with Interagency Cooperation being perceived as most important (mean=1.09; SD=0.80) college service designed to assist organizations in achieving their goals.

Table 24

Community Service Function Mean Importance Ratings by the Average Age of Members

Function	0-39 years N=20		40-69 years N=16		All Ages N=18		Total N=54	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Community Analysis	1.75	0.55	2.06	0.68	1.67	0.77	1.81	0.67
Interagency Cooperation	1.75	0.79	2.00	1.21	1.44	0.62	1.72	0.92
Advisory Liaison	2.25	0.91	2.38	1.09	2.28	1.27	2.30	1.08
Public Forum	2.25	0.97	2.56	0.96	2.33	1.03	2.37	0.98
Civic Action	2.30	1.03	2.25	1.18	2.17	1.04	2.24	1.06
Staff Consultation	2.05	0.69	2.25	1.18	2.00	0.77	2.09	0.87
Conference Planning	2.65	0.93	2.19	0.98	2.33	1.14	2.41	1.02
Facility Utilization	1.95	0.89	2.06	1.06	1.83	0.86	1.94	0.92

Table 25

Community Service Function Mean Importance Ratings by the Average Annual Income of Members

Function	$0-$9,999 N=26		$10,000 and above N=23		Total N=49	
	Mean	SD	Mean	SD	Mean	SD
Community Analysis	1.73	0.87	1.87	0.46	1.80	0.71
Interagency Cooperation	1.77	0.82	1.61	0.78	1.09	0.80
Advisory Liaison	2.19	0.94	2.26	1.14	2.22	1.03
Public Forum	2.31	1.05	2.43	0.95	2.37	0.99
Civic Action	2.27	1.15	2.26	1.10	2.27	1.11
Staff Consultation	2.00	0.89	2.22	0.95	2.10	0.92
Conference Planning	2.46	0.99	2.39	1.16	2.43	1.06
Facility Utilization	1.85	0.97	2.04	0.98	1.94	0.97

Percentage Distribution of Female and Male Organization Members

Examination of the mean importance ratings revealed that all functions tended to be perceived as important when organizations were grouped on the basis of percentage of female membership (Table 26). The Interagency Cooperation function was considered as most important (mean=1.72; SD=0.90).

For organizations having a low percentage of female members and a high percentage of male members, Civic Action, Public Forum and Conference Planning functions were perceived as being of undecided importance in meeting organization needs for service with mean ratings of 2.50 (SD=1.10), 2.68 (SD=1.04) and 2.82 (SD=1.05) respectively. Given the exceptions noted for those organizations having a low percentage of female members and a high percentage of male members, this analysis suggested that most organizations, regardless of the percentage distribution of female and male members, perceived all eight functions as important.

Organizational Purpose

Each of the 62 organizations surveyed assigned themselves to one of four groups on the basis of their organizational purpose. The information reported in Table 27 showed that the mean importance ratings for all community organizations fell within the important range (1.00 to 2.49) regardless of organizational purpose. Interagency Cooperation was perceived as most important (mean=1.81; SD=0.99) by the organizations when grouped on the basis of their societal purpose.

Public health organizations indicated that they were undecided

Table 26

Community Service Function Mean Importance Ratings by the Percentage Distribution of Female and Male Members

Function	Low Female (0-40%) High Male (60-100%) N=22		Equal Distribution (41-59%) N=10		High Female (60-100%) Low Male (0-40%) N=22		Total N=54	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Community Analysis	1.95	0.38	1.50	0.53	1.82	0.91	1.81	0.67
Interagency Cooperation	1.73	0.83	1.50	0.71	1.82	1.05	1.72	0.90
Advisory Liaison	2.41	1.01	2.00	1.41	2.32	0.99	2.30	1.08
Public Forum	2.68	1.04	2.40	0.97	2.05	0.84	2.37	0.98
Civic Action	2.50	1.10	2.40	1.07	1.91	0.97	2.24	1.06
Staff Consultation	2.09	0.81	2.20	0.92	2.05	0.95	2.09	0.87
Conference Planning	2.82	1.05	2.40	0.97	2.00	0.87	2.41	1.02
Facility Utilization	2.14	0.94	1.90	0.88	1.77	0.92	1.94	0.92

Table 27

Community Service Function Mean Importance Ratings by the Organization Purpose

Function	Cultural N=11		Public Health N=16		Recreational N=8		Social Welfare N=27		Total N=62	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Community Analysis	1.64	0.67	1.88	0.96	1.75	0.46	2.04	0.85	1.89	0.81
Interagency Cooperation	1.73	0.65	2.06	1.29	1.25	0.46	1.85	0.99	1.81	0.99
Advisory Liaison	2.36	1.03	2.63	1.26	2.50	1.41	2.07	0.92	2.32	1.10
Public Forum	2.45	1.29	2.50	1.10	2.88	0.83	2.07	0.83	2.35	1.01
Civic Action	2.36	1.21	2.44	1.21	2.63	0.92	2.19	1.11	2.34	1.12
Staff Consultation	1.82	1.08	2.38	0.89	1.75	0.46	2.07	0.87	2.06	0.88
Conference Planning	2.18	1.08	2.31	1.01	2.63	1.06	2.41	0.91	2.37	1.00
Facility Utilization	2.27	1.27	1.94	0.77	1.75	0.71	1.78	0.80	1.90	0.88

in their opinions of the importance of the Advisory Liaison function (mean=2.63; SD=1.26) and the Public Forum function (mean=2.50; SD=1.10) in meeting their needs for service. Similarly, those organizations with a recreational purpose departed from the general finding in the case of the Advisory Liaison, Public Forum, Civic Action and Conference Planning functions. In these instances, the mean ratings of 2.50 (SD=1.41), 2.88 (SD=0.83), 2.63 (SD=0.92) and 2.63 (SD=1.06) respectively fell within the undecided range. These were the only exceptions to the general finding that organizational purpose did not affect the mean importance ratings ascribed to the eight community service functions.

Degree of Involvement in Community Service Activities

Table 28 provides a summary of the means and standard deviations of the eight community service function importance ratings when these ratings were grouped on the basis of organizational involvement in community service activities. An examination of the data revealed that, irrespective of the degree of involvement, organizations tended to rate all community service functions as important in meeting their needs for service. Interagency Cooperation was perceived as most important with a mean rating of 1.77 (SD=0.91).

Those organizations, purporting to be involved minimally in community service activities, departed from the general finding. For those 13 organizations, the mean ratings for Advisory Liaison (mean= 2.77; SD=1.01), Public Forum (mean=2.62; SD=1.26) Civic Action (mean=2.92; SD=1.19) and Conference Planning (mean=2.69; SD=1.25) fell within the undecided range. The mean rating of 2.67 (SD=0.97) ascribed to the

Table 28

Community Service Function Mean Importance Ratings by the Degree of Involvement in Community Service Activities

Function	High N=18 Mean	High N=18 SD	Moderate N=29 Mean	Moderate N=29 SD	Low N=13 Mean	Low N=13 SD	Total N=60 Mean	Total N=60 SD
Community Analysis	1.78	0.73	1.86	0.69	1.92	0.76	1.85	0.71
Interagency Cooperation	1.67	1.14	1.62	0.78	2.23	0.73	1.77	0.91
Advisory Liaison	2.11	1.13	2.17	1.00	2.77	1.01	2.28	1.06
Public Forum	2.06	0.80	2.34	0.90	2.62	1.26	2.32	0.97
Civic Action	2.11	1.02	2.07	0.92	2.92	1.19	2.27	1.06
Staff Consultation	1.94	0.64	1.97	0.82	2.46	1.27	2.07	0.90
Conference Planning	2.67	0.97	2.00	0.76	2.69	1.25	2.35	0.99
Facility Utilization	1.67	0.69	1.93	0.92	2.15	1.07	1.90	0.90

Conference Planning by organizations highly involved in community service activities in the community indicated that these organizations were undecided as to the importance of this college service in assisting them in achieving their goals and objectives.

Method of Leader Selection

Two items gathered information relative to the method used to select the organization leader and the tenure of the leader. Table 29 reports the community service function mean importance ratings when these were grouped according to the method used in selecting the leader. A review of the mean ratings for the eight functions revealed that, regardless of the method of selection, all functions tended to be perceived as important. Interagency Cooperation was viewed as being the most important (mean=1.81; SD=0.92).

For those organizations having appointed leaders the Advisory Liaison function (mean=2.56; SD=1.33), the Public Forum function (mean=2.56; SD=1.13) and Conference Planning function (mean=2.67; SD=1.00) fell within the undecided mean range value. This suggested that these functions were not perceived as important in meeting organizational needs when the data were analyzed on the basis of the method of leader selection.

Tenure of Leader

Inspection of the mean ratings for all community service functions showed that regardless of leader tenure, all functions tended to be viewed as important (Table 30). Interagency Cooperation, with a mean of 1.80 and standard deviation of 0.90, was perceived as most important.

Table 29

Community Service Function Mean Importance Ratings by the Method of Leader Selection

Function	Elected N=20		Appointed N=9		Employed N=24		Total N=53	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Community Analysis	1.95	0.89	1.78	0.44	1.83	0.70	1.87	0.73
Interagency Cooperation	1.80	1.06	1.56	0.73	1.92	0.88	1.81	0.92
Advisory Liaison	2.25	1.25	2.56	1.33	2.33	0.92	2.34	1.11
Public Forum	2.35	1.23	2.56	1.13	2.38	0.71	2.40	0.99
Civic Action	2.35	1.14	2.11	1.27	2.38	1.06	2.32	1.11
Staff Consultation	2.05	0.89	1.78	0.44	2.29	1.08	2.11	0.93
Conference Planning	2.45	1.23	2.67	1.00	2.27	0.86	2.42	1.03
Facility Utilization	1.85	0.93	2.11	0.93	1.96	0.95	1.94	0.93

Table 30

Community Service Function Mean Importance Ratings by the Tenure of the Leader

Function	Short (0-1 year) N=19		Long (2 or more years) N=31		Total N=50	
	Mean	SD	Mean	SD	Mean	SD
Community Analysis	2.11	0.81	1.71	0.53	1.86	0.67
Interagency Cooperation	1.84	0.83	1.77	0.96	1.80	0.90
Advisory Liaison	2.53	1.12	2.26	1.09	2.36	1.10
Public Forum	2.42	1.22	2.39	0.84	2.40	0.99
Civic Action	2.47	1.31	2.16	0.97	2.28	1.11
Staff Consultation	2.37	0.90	1.94	0.96	2.10	0.95
Conference Planning	2.53	1.31	2.39	0.88	2.44	1.05
Facility Utilization	2.00	1.05	1.94	0.89	1.96	0.95

The mean ratings of 2.53 (SD=1.12) for the Advisory Liaison function and 2.53 (SD=1.31) for the Conference Planning function by those organizations having short leader tenure (zero to one year) placed these functions in the undecided range. These were the only exceptions to the general finding.

Analysis of Variance

The above description suggested that, although the general finding that all community service functions were perceived as important college activities for meeting organizational needs for service, in some instances the organizational, member or leader characteristics caused the mean importance ratings to fall in the undecided range of response. If a college community service program is to effectively serve community organization needs, it can be suggested that knowledge of organization opinion relative to possible community service activities should be considered when planning the college community service program. This would be especially important when decisions regarding college activities directed at a particular type of organization are made.

In order to more precisely identify the effect grouping by the 11 characteristics had on the perceived importance of the eight community service functions in meeting organization needs for service and to test Hypothesis Seven, the means were analyzed by a one-way analysis of variance. Table 31 reports the findings of this analysis: only those differences significant at the .10 level after an F ratio significant at the .05 level are reported.

As Table 31 shows, differences in perceived importance were

Table 31

Scheffe Comparison of Means: Community Service Function Mean Importance Ratings by the Characteristics of the Organizations, Their Members or Their Leaders

Community Service Function	Characteristic	Groups Significantly Different	N	Mean	F	p[a]
Community Analysis	Organization Age	young	12	1.50	4.89	.0370
		old	32	2.18		
		established	16	1.62	4.89	.0655
		old	32	2.18		
Advisory Liaison	Organization Age	established	16	1.81	3.17	.0515
		old	32	2.62		
	Number of Members	small	23	2.00	3.15	.0542
		large	18	2.83		
Civic Action	Average Age of Persons Served	youthful	9	3.22	3.76	.0332
		adult	18	2.06		
		youthful	9	3.22	3.76	.0749
		all ages	34	2.29		
	Degree of Involvement in Community Services	high	13	2.11	3.49	.0978
		low	18	2.92		
		moderate	29	2.06	3.49	.0488
		low	18	2.92		
Staff Consultation	Average Age of Persons Served	youthful	9	2.55	3.09	.0978
		all ages	34	1.85		
Conference Planning	Average Age of Persons Served	youthful	9	3.44	7.31	.0094
		adult	18	2.27		
		youthful	9	3.44	7.31	.0018
		all ages	34	2.17		
	Percentage of Female and Male Members	High Female/ Low Male	22	2.00	3.94	.0257
		Low Female/ High Male	22	2.81		
	Degree of Involvement in Community Services	high	18	2.66	3.86	.0710
		moderate	29	2.00		
		low	13	2.69	3.86	.0985
		moderate	29	2.00		

a. Scheffe

statistically significant between young and old organizations and established and old organizations for Community Analysis. Established and old organizations differed significantly in their perception of the importance of the Advisory Liaison function in meeting their respective needs. For this same function, organizations with a small and large membership significantly differed in their opinion. The age of the persons served by organizations resulted in significant differences in perceived importance of the Civic Action, Staff Consultation and Conference Planning functions. For Civic Action and Conference Planning, significant differences were found between those organizations serving a youthful and adult clientele as well as a youthful clientele and persons of all ages. Statistically significant differences existed between organizations serving a youthful clientele and persons of all ages for the Staff Consultation function.

Significant differences in opinion concerning the importance of the Conference Planning function in meeting organization needs existed for those organizations having a high proportion of female members and a correspondingly low proportion of male members and those organizations having a low proportion of female members and a correspondingly high proportion of male members.

The degree of organization involvement in community service activities resulted in statistically significant differences in the perceived importance of both the Civic Action function and the Conference Planning function in meeting organization needs for service. In the case of the Civic Action function, differences existed between those organizations involved in community service activities to a

high and low degree and between those organizations involved to a moderate and low degree. For the Conference Planning function, differences existed between those organizations highly and moderately involved and between those organizations minimally (low) and moderately involved in community service activities.

These findings indicate that the organization age, the number of members, age of persons served by the organization, the proportion of female and male membership or the degree of involvement in community service activities contributed to statistically significant differences in opinion concerning the perceived importance of certain community service functions in meeting organization needs for service. The functions affected were Community Analysis, Advisory Liaison, Civic Action, Staff Consultation and Conference Planning.

An examination of the means for the Community Analysis function shows that although a statistically significant difference exists, the means fell within the important range of response (1.00 to 2.49). Therefore, it would appear that where means for the first group fell in the important range of response and where means for the second group fell into the undecided range of response (2.50 to 3.50), as occurred in all other cases reported in Table 31, that the statistical differences could be of greater utility in designing the college community service program.

Test of Hypothesis Seven. Hypothesis Seven predicted that there would be no significant differences in the mean importance ratings of the eight community service functions when these ratings were re-grouped on the basis of characteristics of the organizations,

their members or their leaders. On the basis of the preceding analysis, Hypothesis Seven was rejected for the Community Analysis, Advisory Liaison, Civic Action, Staff Consultation and Conference Planning community service functions. The characteristics of organization age, the number of members, the average age of persons served, the percentage of female and male members or the degree of involvement in community services revealed statistically significant differences in opinion.

Discussion

All community service functions were rated as important activities of a community college community service program designed to assist local community organizations in achieving their goals. The chi square one sample test showed that the observed frequency of response for each function was significantly different from the expected equi-probable response. The different mean values for each function indicated an order of importance (See Table 19). Interagency Cooperation (1.81) was consistently viewed as most important. Community Analysis (1.89) was rated as second in importance; Facility Utilization (1.90) as third; Staff Consultation (2.06) as fourth; Advisory Liaison (2.32) as fifth; Civic Action (2.34) as sixth; Public Forum (2.35) as seventh; and Conference Planning (2.37) as eighth.

Organization assignment to a particular societal group determined on the basis of organizational, member or leader characteristics tended to cause the mean importance ratings to fall in the undecided range of response for certain community service functions, noteably

Staff Consultation, Public Forum, Advisory Liaison, Civic Action and Conference Planning. Organizations surveyed, serving youthful persons, were undecided in their importance ratings for the Staff Consultation function. The Public Forum function was ascribed an undecided importance rating by those organizations surveyed having at least one of the following characteristics: in existence for more than 20 years, serving persons in the zero to 19 age range, having more than 200 members, having middle-aged members, having a low percentage of female members and a correspondingly high percentage of male members, ascribing to a public health or recreational purpose, having a low degree of involvement in community service activities, or having an appointed leader.

An undecided importance rating was assigned to the Advisory Liaison function by those organizations surveyed having at least one of the following characteristics: in existence for more than 20 years, serving persons in the zero to 19 age range, having more than 200 members, ascribing to a public health or recreational organizational purpose, having a low degree of involvement in community service activities, having an appointed leader or having a short tenure leader.

Civic Action was perceived to be of undecided importance by organizations surveyed having at least one of the following characteristics: in existence for six to 20 years, serving persons in the zero to 19 age range, having more than 200 members, having a low percentage of female members and a correspondingly high percentage of male members, ascribing to a recreational purpose, or having a low degree of involvement in community service activities.

Conference Planning was similarly perceived by organizations surveyed having at least one of the following characteristics: in existence for up to 20 years, serving persons in the zero to 19 age range, having more than 200 members, having members in the zero to 39 age range, having a low percentage of female members and a correspondingly high percentage of male members, having a recreational organizational purpose, having high and low involvement in community service activities, having an appointed leader, or having a short tenure leader.

The analysis of variance procedures confirmed the statistical significance of certain of these variations. Statistically significant differences for Community Analysis, Advisory Liaison, Civic Action, Staff Consultation and Conference Planning were found.

Summary

Differences in the ratings of community service function importance as perceived by organization leaders on Part I of the CLOS have been reported in this section. The importance ratings were analyzed by 11 variables which solicited information pertaining to characteristics of the organizations surveyed, their members and their leaders.

The total mean importance ratings for each function for each variable all fell within the importance range of 1.00 to 2.49. The chi square one sample test verified that the observed frequency of response for each function was significantly different from the expected equi-probable response thus rejecting Hypothesis Three.

The results of the one-way analysis of variance led to the

rejection of Hypothesis Seven for the Community Analysis, Advisory Liaison, Civic Action, Staff Consultation and Conference Planning functions. Statistically significant differences in the perceived importance of the five functions in meeting organization needs for service were found to exist when the responses were grouped on the basis of organization age, the number of members, age of persons served by the organization, the proportion of female and male membership or the degree of involvement in community service activities.

LOCAL COMMUNITY ORGANIZATION RANKINGS OF COMMUNITY SERVICE FUNCTION PRIORITY

The previous two sections have provided information gained from local community organization ratings of selected dimensions of the community college role and of the importance of eight community service functions in assisting organizations to achieve their goals and objectives. In order to ascertain the relative priority of importance of these eight community service functions organization leaders were asked to rank the eight community service functions on the basis of their organization's need for community college services designed to assist in achieving their goals.

It was suggested that leaders use a two-step ranking procedure to decide the priorities. At the completion of Step I, leaders had determined, for their organization, the two highest priority functions, the four moderate priority functions and the two lowest priority functions. Step II involved respondents in deciding the relative priority of the functions within the high, moderate and low priority categories. Scores of one to eight were assigned according to rank.

Details of the procedures used to analyze these data were outlined in Chapter 3.

Community Service Function Priority Rankings for the Total Population

Table 32 presents the means and standard deviations of the leader priority rankings of the eight community service functions. Community Analysis and Interagency Cooperation received the lowest mean scores and were perceived as the high priority functions.[5] Public Forum and Civic Action were perceived as the low priority functions. The remaining functions, Staff Consultation, Facility Utilization, Advisory Liaison and Conference Planning were perceived as of moderate priority in meeting organizational needs for service.

A comparison of the priority rankings with the order of the community service functions derived from the mean ratings of importance (Table 33) showed slight variation in the order of importance. A comparison of the two rank orders revealed that they were correlated to the .01 level of significance. This analysis showed that while order of importance as determined by an actual ranking procedure differs from the order of importance inferred from mean ratings of importance, the difference is not appreciable nor statistically significant.

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[5] High priority functions received a rank of 1 and 2; moderate priority functions received a rank of 3, 4, 5 and 6; low priority functions received a rank of 7 and 8.

Table 32

Means and Standard Deviations of Community Service Function Priority Rankings for the Total Population

Community Service Function	Mean	SD	Rank
Community Analysis	3.29	2.16	1
Interagency Cooperation	3.77	2.21	2
Advisory Liaison	4.67	2.06	5
Public Forum	5.08	2.27	7
Civic Action	5.22	2.27	8
Staff Consultation	4.03	2.23	3
Conference Planning	5.03	2.27	6
Facility Utilization	4.24	2.42	4

Table 33

A Comparison of the Ratings and Rankings of Community Service Functions

	Order Determined by Mean Ratings of Importance		Order Determined by Mean Rankings of Priority
Most	Interagency Cooperation	Highest	Community Analysis
	Community Analysis		Interagency Cooperation
	Facility Utilization		Staff Consultation
	Staff Consultation		Facility Utilization
	Advisory Liaison		Advisory Liaison
	Civic Action		Conference Planning
	Public Forum		Civic Action
Least	Conference Planning	Lowest	Public Forum

$r_s = .88^a$

a. Significant to the .01 level.

Test of Hypothesis Four. Hypothesis Four predicted that there would be no differences between the observed and the equi-probable distribution of priority rankings for each of the eight community service functions. On the basis of the chi square values (Table 34) this Hypothesis was rejected. The differences between the observed and the expected frequencies were not merely chance variations in frequencies.

The question of whether certain characteristics of the organizations, their members or their leaders would affect the perceived relative importance of the community service functions led to an examination of the data grouped on the basis of the 11 organizational, member and leader characteristics.

Table 34

Chi Square Values for the Priority Rankings of the Eight Community Service Functions

Community Service Function	Chi Square[a]
Community Analysis	23.355
Interagency Cooperation	24.419
Advisory Liaison	52.290
Public Forum	20.742
Civic Action	18.032
Staff Consultation	27.129
Conference Planning	24.806
Facility Utilization	22.194

a. Significant at the .001 level.

Organization Age

When the data were analyzed by organization age (Table 35), the length of time the organizations had existed appeared to affect the priority assigned to any particular function. Community Analysis received a high priority ranking from all organizations regardless of the length of time they had been established. Old organizations (more than 20 years) considered Interagency Cooperation as of moderate priority whereas established organizations (six to 20 years) ranked the same function as high priority. The Public Forum function received a moderate priority ranking from young organizations (zero to five years) but was ranked low by established and old organizations. Old organizations ranked Civic Action low whereas all other organizations surveyed ascribed moderate priority to this function. Staff Consultation received a high priority ranking from young organizations whereas all other organizations ranked this function as moderate priority. Conference Planning was ranked low by young and established organizations. The rankings given to Facility Utilization indicated an appreciable difference of opinion between the organizations surveyed grouped on the basis of the length of time they had been established in Victoria. Young organizations ranked Facility Utilization as of low priority; established organizations ranked it as moderate; and, old organizations ranked it as high. The overall ranking of 4 indicated that regardless of the length of time the organization had been established the opinion was that Facility Utilization should receive moderate priority in a community college community service program designed to assist organizations in achieving their goals.

Table 35

Differences in Mean Rankings of Community Service Function Priority by the Organization Age
N=60

Function	I 0-5 N=12 Mean	Rank	II 6-20 N=20 Mean	Rank	III more than 20 N=32 Mean	Rank	Total N=60 Mean	Rank
Community Analysis	2.75	1	3.43	2	3.15	1	3.15	1
Interagency Cooperation	4.33	3	2.81	1	3.87	4	3.68	2
Advisory Liaison	4.91	5.5	4.43	4	4.59	5	4.61	5
Public Forum	4.66	4	5.31	7	5.18	7	5.11	6.5
Civic Action	4.91	5.5	4.81	5	5.68	8	5.30	8
Staff Consultation	4.08	2	4.93	6	3.71	3	4.11	3
Conference Planning	4.75	7	5.43	8	5.09	6	5.11	6.5
Facility Utilization	5.50	8	4.37	3	3.69	2	4.25	4

Average Age of Persons Served by the Organization

Table 36 revealed that differences in the perceived priority of the community service functions existed for organizations when these were grouped on the basis of the average age of persons served. Group I organizations, serving persons in the zero to 19 age range, ranked Community Analysis as moderate priority, whereas Group II organizations, serving persons in the 20 to 49 age range and Group III organizations, serving persons of all ages, ranked this function as high priority. Interagency Cooperation was ranked as high priority by Group I organizations but as moderate priority by Group II. Advisory Liaison received a moderate priority ranking from Group I and III organizations. Group I and Group III organizations ranked Public Forum as low priority whereas Group II organizations ascribed moderate priority to this function. Staff Consultation received a moderate priority ranking from all organizations. Conference Planning received a moderate priority ranking from Group I and II organizations compared with the low priority ranking ascribed by Group III organizations. Whereas Facility Utilization was perceived to be of high priority for Group I and II organizations, Group III organizations assigned moderate priority to this function.

Number of Organization Members

An examination of Table 37 indicated that differences in the priority rankings of community service functions designed to assist organizations in achieving their goals and objectives existed for organizations when they were grouped on the basis of size of membership.

Table 36

Differences in Mean Rankings of Community Service Function Priority by the Average Age of Persons Served
N=61

Function	I 0-19 N=9 Mean	Rank	II 20-49 N=18 Mean	Rank	III All Ages N=34 Mean	Rank	Total N=61 Mean	Rank
Community Analysis	4.00	4	3.27	1	2.97	1	3.21	1
Interagency Cooperation	2.33	1	4.16	3	3.85	2	3.72	2
Advisory Liaison	4.55	5	5.16	7	4.44	4	4.67	5
Public Forum	5.88	7	4.83	5	5.05	7	5.11	7
Civic Action	7.00	8	5.38	8	4.70	5.5	5.24	8
Staff Consultation	3.77	3	4.16	4	4.08	3	4.06	3
Conference Planning	4.88	6	5.05	6	5.17	8	5.09	6
Facility Utilization	3.00	2	3.88	2	4.70	5.5	4.21	4

Table 37

Differences in Mean Rankings of Community Service Function Priority by the Number of Organization Members
N=57

Function	I 0-50 N=23 Mean	Rank	II 51-200 N=16 Mean	Rank	III more than 200 N=18 Mean	Rank	Total N=57 Mean	Rank
Community Analysis	2.95	1	3.25	1	3.27	3	3.14	1
Interagency Cooperation	3.65	2	3.31	2	3.83	4	3.61	2
Advisory Liaison	4.78	5	3.68	3	5.16	6	4.59	5
Public Forum	4.65	4	6.18	8	5.22	7	5.26	8
Civic Action	4.95	6	5.31	6	5.55	8	5.24	6.5
Staff Consultation	4.34	3	4.37	4	3.22	2	4.00	3
Conference Planning	5.39	8	5.62	7	4.72	5	5.24	6.5
Facility Utilization	5.21	7	4.50	5	2.72	1	4.22	4

Those organizations having zero to 50 members (Group I) and those having 51 to 200 members (Group II) attributed the same high priority rank to Community Analysis and Interagency Cooperation. These two functions were perceived as moderate priority by Group III organizations. Advisory Liaison received a moderate priority ranking from all organizations. Public Forum was ranked as moderate priority by Group I organizations whereas Group II and Group III organizations, both having more members, ranked this function as low priority. Civic Action was ranked as low priority by those organizations having the largest membership but as moderate priority by all other organizations. Staff Consultation was perceived as moderate priority by Groups I and II organizations. Conference Planning received a low priority ranking from Group I and Group II organizations; organizations with a large membership (over 200) ascribed moderate priority to this function.

Average Age of Organization Members

A review of Table 38 which reports the relationship among the mean ranks of the eight community service functions revealed that when the data were grouped on the basis of the average age of members, Community Analysis and Interagency Cooperation were ranked as high priority functions. Advisory Liaison, Staff Consultation and Facility Utilization were perceived as being of moderate priority. Some differences in the priority ascribed to Public Forum, Civic Action and Conference Planning between the three groups of organizations were observed. Public Forum received moderate priority ranking from organizations having members in the zero to 39 age range; whereas organizations

Table 38

Differences in Mean Rankings of Community Service Function Priority by the Average Age of Organization Members
N=54

Function	I 0-39 N=20 Mean	Rank	II 40-69 N=16 Mean	Rank	III All ages N=18 Mean	Rank	Total N=54 Mean	Rank
Community Analysis	2.65	1	3.68	1	3.00	1	3.07	1
Interagency Cooperation	3.75	2	3.81	2	3.05	2	3.53	2
Advisory Liaison	4.95	5	4.18	4	4.61	5.5	4.61	5
Public Forum	5.00	6	5.18	7	5.88	8	5.35	8
Civic Action	5.80	8	5.37	8	4.61	5.5	5.27	7
Staff Consultation	3.85	3	4.62	5	3.83	3	4.07	3
Conference Planning	5.50	7	4.87	6	5.27	7	5.24	6
Facility Utilization	4.25	4	4.12	3	4.00	4	4.12	4

having members in the 40 to 69 age range and those with members of all ages perceived this function as low priority. Civic Action was perceived as moderate priority by organizations whose membership included all ages, but received low priority ranking from all other organizations. Organizations with members in the 40 to 69 age range ascribed moderate priority to the Conference Planning function. This function was ranked as low priority by all other organizations.

Average Annual Income of Organization Members

An examination of Table 39 revealed that regardless of the average annual income of members, Advisory Liaison and Facility Utilization received a moderate priority rank and Public Forum a low priority rank. For organizations whose members' average annual income fell into the zero to $9,999.00 range, Community Analysis and Staff Consultation received the highest priority and Conference Planning and Public Forum received the lowest priority. Civic Action received a low priority ranking from organizations having more affluent members, whereas a moderate priority ranking was ascribed to this function by organizations whose members were less affluent.

Percentage of Female and Male Organization Members

Table 40, which reports the mean rankings of the eight community service functions when these rankings were grouped on the basis of the percentage of female and male organization members, revealed that organizations with a low (zero to 40) percentage of female members and a correspondingly high (60 to 100) percentage of

Table 39

Differences in Mean Rankings of Community Service Function Priority by the Average Annual Income of Organization Members
N=49

Function	I 0-$9,999 N=26		II $10,000 & above N=23		Total N=49	
	Mean	Rank	Mean	Rank	Mean	Rank
Community Analysis	3.07	1	3.34	2	3.20	1
Interagency Cooperation	3.88	3	3.21	1	3.57	2
Advisory Liaison	4.69	5	4.60	5	4.65	5
Public Forum	5.42	7	5.65	8	5.53	8
Civic Action	5.07	6	5.39	7	5.22	7
Staff Consultation	3.80	2	3.91	4	3.85	3
Conference Planning	5.50	8	4.78	6	5.16	6
Facility Utilization	4.30	4	3.69	3	4.02	4

Table 40

Differences in Mean Rankings of Community Service Function Priority by the Percentage Distribution of Female and Male Organization Members
N=54

Function	I Low Female (0-40%) High Male (60-100%) N=22 Mean	Rank	II Equal Distribution (41-59%) N=10 Mean	Rank	III High Female (60-100%) Low Male (0-40%) N=22 Mean	Rank	Total N=54 Mean	Rank
Community Analysis	3.45	2	3.00	1.5	2.72	1	3.07	1
Interagency Cooperation	3.31	1	3.00	1.5	4.00	2	3.53	2
Advisory Liaison	4.59	5	3.90	3	4.95	5	4.61	5
Public Forum	5.62	6	4.70	6.5	5.27	7	5.35	8
Civic Action	5.81	8	4.10	5	5.37	8	5.27	7
Staff Consultation	3.90	4	4.00	4	4.27	3	4.07	3
Conference Planning	5.72	7	4.70	6.5	5.00	6	5.24	6
Facility Utilization	3.50	3	4.90	8	4.40	4	4.12	4

male members ascribed to all functions, except Public Forum and Conference Planning, a similar priority as did those organizations with a high (60 to 100) percentage of female members and a correspondingly low (zero to 40) percentage of male members. Public Forum and Conference Planning were ranked as moderate priority and low priority respectively by low percentage female-high percentage male organizations. These same functions received low and moderate priority rankings respectively from high percentage female-low percentage male organizations.

Those organizations with approximately the same percentage (41 to 59) of female and male members ascribed low priority to Facility Utilization and moderate priority to Civic Action whereas other organizations having either a preponderance of women or men ranked Facility Utilization as moderate priority and Civic Action as low priority.

Organizational Purpose

An examination of Table 41 revealed that Community Analysis received a high priority ranking from social welfare, recreational and public health organizations but moderate priority from cultural organizations. Public health organizations ranked Interagency Cooperation as moderate whereas all other organizations perceived this function to be a high priority activity of the community college community service program. Advisory Liaison was generally perceived as moderate priority by all but cultural organizations. Civic Action received a low priority ranking from public health and social welfare organizations. Cultural organizations ranked Staff Consultation as high priority; all other organizations ranked this function as moderate

Table 41

Differences in Mean Rankings of Community Service Function Priority by the Organizational Purpose
N=62

Function	I Cultural N=11 Mean	Rank	II Public Health N=16 Mean	Rank	III Recreational N=8 Mean	Rank	IV Social Welfare N=27 Mean	Rank	Total N=62 Mean	Rank
Community Analysis	4.00	3	3.12	1	3.50	2	3.03	1	3.29	1
Interagency Cooperation	3.54	2	4.06	3	3.12	1	3.88	2	3.77	2
Advisory Liaison	5.18	7	4.75	6	4.37	5	4.51	5	4.67	5
Public Forum	6.35	8	4.81	7	6.12	8	4.40	3.5	5.08	7
Civic Action	5.00	6	5.18	8	5.75	6.5	5.18	7	5.22	8
Staff Consultation	2.72	1	4.50	5	3.62	3	4.40	3.5	4.03	3
Conference Planning	4.45	4	4.12	4	5.75	6.5	5.59	8	5.03	6
Facility Utilization	4.63	5	3.14	2	3.87	4	4.85	6	4.24	4

priority. Conference Planning was ranked as low priority by social welfare organizations but as moderate priority by all others.

The Facility Utilization function, ranked as moderate priority by cultural, recreational and social welfare organizations, received high priority ranking from public health organizations.

Degree of Involvement in Community Service Activities

When organizations surveyed were grouped on the basis of their involvement in community service activities (Table 42) Community Analysis was universally ranked as high priority. Similarly, Advisory Liaison received a moderate priority ranking and Civic Action received a low priority ranking from all organizations regardless of their involvement in community service activities.

Interagency Cooperation received high priority ranking from organizations moderately involved in community service activities but only a moderate priority ranking from all other organizations. Those organizations involved in community service activities to a moderate or low extent agreed in their low priority ranking for the Public Forum function. This function revealed a moderate priority ranking from highly involved organizations. Staff Consultation, perceived as a high priority function from those organizations highly involved in community service activities, received a moderate priority ranking from other organizations. These same organizations ranked Conference Planning as low priority. All other organizations perceived this function as a moderate priority. Facility Utilization was perceived as a high priority function by organizations involved in

Table 42

Differences in Mean Rankings of Community Service Function Priority by the Degree of Involvement in Community Service Activities
N=60

Function	I High N=18 Mean	Rank	II Moderate N=29 Mean	Rank	III Low N=13 Mean	Rank	Total N=60 Mean	Rank
Community Analysis	3.05	1	3.48	1	2.76	1	3.20	1
Interagency Cooperation	4.22	4	3.72	2	3.23	2.5	3.76	2
Advisory Liaison	4.16	3	4.93	5.5	4.69	6	4.65	5
Public Forum	4.66	6	5.20	8	5.69	8	5.15	7
Civic Action	5.44	7	5.10	7	5.15	7	5.21	8
Staff Consultation	4.05	2	4.13	3	4.07	4	4.10	3
Conference Planning	5.77	8	4.93	5.5	4.23	5	5.03	6
Facility Utilization	4.61	5	4.41	4	3.23	2.5	4.21	4

community service activities minimally but as a moderate priority function by all other organizations.

Method of Leader Selection

Several differences in the priority rankings of the eight community service functions were revealed when organizations were grouped on the basis of the method of leader selection (Table 43). Community Analysis was ranked as high priority by organizations with appointed or employed leaders whereas those organizations with elected leaders ranked this function as moderate priority. Organizations having elected or employed leaders ranked Interagency Cooperation as high priority; all other organizations perceived this function as moderate priority. Advisory Liaison was ranked as low priority by organizations with employed leaders. All other organizations ranked this function as being moderate priority. The Public Forum function received low priority ranking from organizations having appointed or employed leaders but as moderate priority from those organizations with elected leaders. Those organizations having elected or appointed leaders ascribed low priority to Civic Action whereas organizations lead by employed persons perceived this function as moderate priority. All organizations ranked Staff Consultation as moderate priority and, with the exception of organizations having elected leaders, perceived Conference Planning as moderate priority. Facility Utilization was ranked as high priority by those organizations with elected and appointed leaders but as moderate priority for those organizations having employed leaders.

Table 43

Differences in Mean Rankings of Community Service Function Priority by the Method of Leader Selection
N=54

Function	I Elected N=21 Mean	Rank	II Appointed N=9 Mean	Rank	III Employed N=24 Mean	Rank	Total N=54 Mean	Rank
Community Analysis	3.80	3	2.22	1	3.00	1	3.18	1
Interagency Cooperation	3.42	1	4.33	4	3.75	2	3.72	2
Advisory Liaison	4.33	4	4.55	5	5.25	8	4.77	5
Public Forum	5.09	6	6.11	7	5.12	7	5.27	7.5
Civic Action	5.33	7	6.33	8	4.83	6	5.27	7.5
Staff Consultation	4.61	5	3.44	3	3.79	3	4.05	4
Conference Planning	5.42	8	5.44	6	4.50	5	5.01	6
Facility Utilization	3.66	2	4.22	2	4.12	4	3.96	3

Tenure of Leader

Table 44 reveals that organizations with short tenured leaders ranked the Conference Planning function as moderate priority whereas the organizations having long tenured leaders ranked the function as low priority. For all other functions, regardless of the tenure of the leader, organizations concurred on the priority rankings.

Analysis of Variance

The data from Part III of the CLOS were analyzed to determine, if, for the entire population, any statistically significant differences existed in the hierarchical order among the eight community service functions (Table 32). This analysis showed that statistically significant differences existed between the Community Analysis function and the Civic Action function, the Community Analysis function and the Public Forum function, the Community Analysis function and the Conference Planning function and the Interagency Cooperation function and the Civic Action function. Table 45 summarizes these findings.

Test of Hypothesis Five. Hypothesis Five predicted that there would be no significant difference in the overall mean priority rankings ascribed to the eight community service functions. On the basis of the analysis reported above, Hypothesis Five was rejected. The differences reported were not attributable to chance. It would seem that when all organization responses are considered together, the perceived relative importance of certain functions differs significantly from the perceived relative importance of others and that such differences may become reflected in decisions regarding college community service activities.

Table 44

Differences in Mean Rankings of Community Service Function Priority by the Tenure of the Leader
N=50

Function	I 0-1 year N=19 Mean	Rank	II 2 or more years N=31 Mean	Rank	Total N=50 Mean	Rank
Community Analysis	4.00	4	2.74	1	3.22	1
Interagency Cooperation	3.73	2	3.54	2	3.62	2
Advisory Liaison	4.89	6	4.80	6	4.84	5
Public Forum	5.84	7	5.06	7	5.36	8
Civic Action	6.21	8	4.64	5	5.24	7
Staff Consultation	3.89	3	4.09	3	4.02	4
Conference Planning	4.47	5	5.48	8	5.10	6
Facility Utilization	2.68	1	4.51	4	3.82	3

Table 45

Scheffe Multiple Comparison of Means:
Differences in Community Service
Function Priority Rankings for
the Total Population
N=62

Function	N	Mean	F	p[a]
Community Analysis	62	3.29	5.89	.0023
Civic Action	62	5.22		
Community Analysis	62	3.29	5.89	.0078
Public Forum	62	5.08		
Community Analysis	62	3.29	5.89	.0114
Conference Planning	62	5.03		
Interagency Cooperation	62	3.77	5.89	.0808
Civic Action	62	5.22		

a Scheffe

In order to more precisely identify what statistically significant effects, if any, the 11 characteristics of the organizations, their members or their leaders had on the perceived priority of the eight community service functions and to test Hypothesis Eight, the means were analyzed by a one-way analysis of variance.

Table 46 reports the findings of this analysis: only those differences significant at the .10 level after an F ratio significant at the .05 level are reported.

Table 46

Scheffe Comparison of Means: Community Service Function Priority Rankings by the Characteristics of the Organizations, Their Members or Their Leaders

Community Service Function	Characteristic	Groups Significantly Different	N	Mean	F	p[a]
Community Analysis	Tenure of Leader	short	19	4.00	4.39	.0415
		long	31	2.74		
Public Forum	Organizational Purpose	cultural	11	6.36	2.77	.0998
		social welfare	27	4.40		
Civic Action	Average Age of Persons Served	youthful	9	7.00	3.91	.0267
		all ages	34	4.70		
	Tenure of Leader	short	19	6.21	5.41	.0243
		long	31	4.64		
Facility Utilization	Number of Members	small	23	5.21	6.14	.0045
		large	18	2.72		
		medium	16	4.50	6.14	.0875
		large	18	2.72		
	Tenure of Leader	short	19	2.68	8.33	.0058
		long	31	4.51		

a Scheffe

Significant differences in the mean priority ascribed to the Community Analysis function existed between those organizations having short tenured leaders and those having long tenured leaders. When organizations were grouped on the basis of organizational purpose, significant differences between cultural and social welfare organizations existed for the Public Forum function. For the Civic Action function, significant differences in the mean priority existed between organizations serving persons of a youthful age and organizations serving

persons of all ages as well as between organizations having short and long tenured leaders. Significant differences in the mean priority ascribed to the Facility Utilization function existed between organizations having a small and large membership, a medium and large membership and short and long tenured leaders. These findings suggest that certain organizations perceived the relative importance of four community service functions designed to assist organizations in achieving their goals in significantly different ways.

Test of Hypothesis Eight. Hypothesis Eight predicted that there would be no significant difference in the mean priority rankings when these rankings were re-grouped on the basis of the characteristics of the organizations, their members or their leaders. On the basis of the above analysis, Hypothesis Eight was rejected for the Community Analysis, Public Forum, Civic Action and Facility Utilization functions. The characteristics of leader tenure, organizational purpose, average age of members served or the number of members resulted in statistically significant differences.

Discussion

Organizations collectively ranked Community Analysis as first priority activity in a community college community service program designed to assist local community organizations in achieving their goals, Interagency Cooperation as second, Staff Consultation as third, Facility Utilization as fourth, Advisory Liaison as fifth, Conference Planning as sixth, Civic Action as seventh, and Public Forum as eighth.

Thi chi square one sample test verified that the observed frequency for each function was significantly different from the expected equi-probable response thus rejecting Hypothesis Four.

Statistically significant differences existed in the overall mean priority rankings for Community Analysis and Conference Planning, Community Analysis and Civic Action, Community Analysis and Public Forum, and Interagency Cooperation and Public Forum. Hypothesis Five predicted that there would be no significant differences in the overall mean priority rankings ascribed to the eight community service functions. On the basis of the above findings, this hypothesis was rejected. The differences in priorities ascribed to Community Analysis and Conference Planning, Civic Action and Public Forum were not due to chance. Similarly, the differences in priority ascribed by organizations to Interagency Cooperation and Public Forum were not due to chance.

Several differences in priority rankings within societal groups as determined by the characteristics of the organizations, their members or their leaders were observed.

Hypothesis Eight predicted that there would be no significant differences in the mean priority rankings ascribed to the eight community service functions when rankings were re-grouped on the basis of characteristics of the organizations, their members or their leaders. On the basis of the analysis of variance, this hypothesis was rejected. The differences in priority rankings were not due to chance when organizational responses were grouped on the basis of average age of persons served, the number of organization members, organizational purpose and tenure of the leader. Differing characteristics of the

organization, its members or its leader affected the perceived priority of community service functions. Such characteristics should be considered in developing a college community service program designed to assist local community organizations in achieving their goals and objectives.

Summary

This section of the chapter, devoted to the findings of this study, has described the differences in the rankings of community service function priority for all organizations surveyed and for these same organizations when their responses were grouped on the basis of 11 factors which reflected characteristics of the organization, its members and its leader.

The findings suggested that the hierarchical order of the eight functions as determined by mean ratings and mean rankings correlated highly. The observed frequency of rankings differed significantly from an hypothesized equi-probable distribution. Significant differences in the overall mean priority rankings of the eight functions were reported. Significant differences were reported in the perceptions of certain organizations, grouped on the basis of four organization, member and leader characteristics, when the relative importance of four functions in assisting these organizations in achieving their goals was considered.

SUMMARY

This chapter reported the findings of this study. Data were gathered from two instruments. The CSFS provided local community organization member perceptions of the priority that should be ascribed to eight community service functions which could become part of a community college community service program designed to assist organizations in achieving their goals and objectives. The CLOS provided information relative to local community organization leader perceptions of the degree to which leaders agreed on the six suggested role dimensions, the importance to their organization of these eight functions as well as on the priority ranking of the eight community service functions.

CSFS Findings

The data gathered from the CSFS were analyzed to generate a coefficient of concordance to ascertain whether the members of the three participating organizations from whom responses were obtained (N=38), ranked the eight community service functions in a manner such that their response could be considered as a group response. In the case of each organization, the analysis revealed that concordance existed in the way members responded. Hypothesis One was rejected since there was agreement in the members' responses relative to community service function priorities for each local community organization surveyed. Members of each organization ranked the eight functions in a way such that the members could be considered a group. These analyses were repeated excluding each organization leader's

response and the finding, noted above, still applied. Correlation analysis revealed a very high correlation between each organization's sets of ranks.

A comparison of the leaders' rankings of the eight functions with the mean rankings of the organization members supported the assumption that the opinions of the leaders, responding as spokesmen for their organizations, were representative of an organization response.

CLOS Agreement Ratings Findings

The information provided by Part II of the CLOS showed that the grand mean agreement rating for all but one of the six suggested role dimensions fell within the range of agreement (1.00 to 2.49) established for this study. The two exceptions were the College Commitment dimension, which suggested that more college resources should be allocated to community services, and the Comprehensive Role dimension which suggested that an appropriate role of the community college was in planning a broadly based, comprehensive program of community services for the community.

The chi square one sample test verified that the observed frequencies of responses were significantly different from the hypothesized equi-probable responses for all dimensions except the Comprehensive Role dimension. On this basis, it was possible to reject Hypothesis Three. The differences between the observed and expected frequency of responses for the Comprehensive Role dimension could be due to chance variations in frequency.

The collective organization response to the six role dimensions indicated that college involvement in community service activities

was a legitimate college activity, should be expanded in scope and would receive local community organization cooperation. Organizations surveyed clearly indicated their preferences for a college community service role that encourages local community organizations to undertake new community service activities.

These findings generally applied to mean agreement ratings when these were re-grouped on the basis of the 11 characteristics of the organizations, their members or their leaders. Within any particular societal group, formed on the basis of the 11 factors, exceptions to the general findings were observed. Those factors having the effect of lowering the mean agreement ratings to the undecided range of agreement were: old organizations (more than 20 years), a large (200 or more) membership, a youthful (zero to 19 age range) clientele, a youthful (zero to 39 age range) membership, a high average annual member income, a recreational organizational purpose, an elected or employed leader, and a short (zero to one year) tenured leader. All dimensions of the community service role examined in this study were affected by at least one of the characteristics listed.

The results of an analysis of variance showed that significant differences in the mean agreement ratings existed when responses were grouped on the basis of organization age, number of members and average annual member income. Hypothesis Six was therefore rejected but only in relation to the Organization Commitment, College Commitment and Catalyst Role dimensions.

CLOS Importance Ratings Findings

The information gained from Part I of the CLOS revealed that the grand mean importance ratings for each community service function fell within the range of importance (1.00 to 2.49) established for the study. This finding applied to the mean importance ratings when these were re-grouped on the basis of the 11 factors reflecting characteristics of the organizations surveyed, their members or their leaders. The chi square one sample test verified that the observed frequencies of overall importance ratings were significantly different from the hypothesized equi-probable responses; thus, Hypothesis Three was rejected.

Within any particular societal group, formed on the basis of the 11 variables, exceptions to the general finding were noted. The following organizational factors had the effect of lowering the mean importance ratings of certain community service functions to the point at which they fell in the undecided range of response (2.50-3.50): an established time (more than six years) of organization existence in Victoria, a large (more than 200) number of members, a youthful (zero to 19 age range) clientele, a low percentage (zero to 40) of female members and a correspondingly high (60 to 100) percentage of male members, a recreational or public health organization purpose, a youthful (zero to 39 age range) membership, an appointed leader and a leader having short (zero to one year) tenure. The community service function importance ratings affected by at least one of these organizational, member or leader characteristics included: Staff Consultation, Public Forum, Advisory Liaison, Civic Action and Conference Planning.

The results of an analysis of variance indicated that significant differences in the mean importance ratings existed when responses were grouped on the basis of organization age, the number of members, the average age of persons served by the organization, the proportion of female and male members or the degree of involvement in community service activities. Hypothesis Seven was rejected for the Community Analysis, Advisory Liaison, Civic Action, Staff Consultation and Conference Planning functions.

The grand mean importance ratings for each function indicated an order of importance for the functions. Interagency Cooperation was perceived as most important followed by Community Analysis, Facility Utilization, Staff Consultation, Advisory Liaison, Civic Action, Public Forum and Conference Planning.

CLOS Priority Ranking Findings

All 62 organization leaders ranked the eight community service functions relative to their organizations need for college community services designed to assist them in achieving their goals. The priority ascribed by local community organizations reflected their perception of the emphasis a college, developing and implementing community service activities designed to facilitiate organizational goal achievement, should place on the eight functions. Analysis of the data revealed that Community Analysis was perceived as the first priority function; Interagency Cooperation, second; Staff Consultation, third; Facility Utilization, fourth; Advisory Liaison, fifth; Conference Planning, sixth; Civic Action, seventh; and Public Forum, eighth.

Chi square analysis revealed that the observed frequency of

response for community service rankings was significantly different from an hypothesized equi-probable frequency. Therefore, Hypothesis Four was rejected.

Further analysis indicated that the differences in mean priority rankings between Community Analysis and each of Conference Planning, Civic Action and Public Forum as well as Interagency Cooperation and Public Forum were not due to chance. On the basis of these findings Hypothesis Five, which predicted that no significant differences in the overall mean priority rankings would exist, was rejected.

The factors which produced statistically significant differences between societal groupings mean rankings relative to the hierarchical order of the eight functions were: average age of persons served, number of organization members, organizational purpose and leader tenure. Accordingly, Hypothesis Eight was rejected since significant differences in the mean priority rankings ascribed to the eight community service functions did exist when rankings were re-grouped on the basis of organizational, member or leader characteristics. The community service functions affected were: Civic Action, Facility Utilization, Public Forum and Community Analysis.

CHAPTER 5

SUMMARY, CONCLUSIONS AND IMPLICATIONS

The previous chapters have described the purpose of this study, presented a review of relevant literature, outlined the methodology used and reported the findings regarding the agreement to six dimensions of community college role and the importance and priority of eight community service functions, which emerged from data obtained from members and leaders of social service community organizations.

The final chapter of this thesis is devoted to three purposes: summarizing the information presented thus far; presenting conclusions relating to community college community service programs designed to serve local organizations; and, reporting implications emerging from this study which pertain to the community service program, to its administration and organization within the college and to future research in this area of college administration.

SUMMARY

The Problem

The problem examined was: what opinions do community organizations have regarding the role of college community services designed to assist organizations to achieve their goals and objectives? Two sub-problems were also examined: (1) what importance should a community college place on selected community service functions purported to assist community organizations in achieving their goals

and objectives?; and (2) what priority should a community college place on these same functions in its community service program planning? Eight hypotheses were postulated.

Design of the Study

Population. The college region served by Camosun College, Victoria, British Columbia was selected as the community under study. Using a modified reputational nomination approach, 113 local community organizations having social service goals were identified and served as the study population.

Instrumentation. Two data gathering instruments, the Community Leader Opinion Survey (CLOS) and the Community Services Function Survey (CSFS) were developed, scrutinized, pilot tested and used for data collection. The CLOS asked organization leaders to rate the importance of eight community service functions, to indicate their agreement to six dimensions of the community college community service role and to decide on the preferred degree of college involvement in two role situations and to rank the priority of the eight community service functions. The CSFS asked organization members to rank the priority of the eight community service items. Respondents to both instruments supplied information relative to selected characteristics of the organization, its members or its leader.

Data collection. Two procedures were used to gather data for this study. The CLOS was mailed from Camosun College. After three

contacts had been made with the population of organizations, the total useable return numbered 62 or 54.86 percent. The CSFS data were collected by the researcher who attended the meetings of the four organizations that participated. Of the total 50 members surveyed, responses were obtained from 38 or 76.00 percent.

Data analysis. The CLOS data were analyzed to determine the frequency of response, the means, standard deviations, and a one sample chi square test for all agreement rating, importance rating and priority ranking variables. In addition an analysis of variance incorporating the Scheffe Multiple Comparison of Means was used to determine the significance of differences in perceptions of agreement, importance and priority. The CSFS data were analyzed to determine each organization's priority ranking of the eight community service functions, to test the degree of association among the members' responses for each organization and to compare leader rankings with organization rankings in order to assess the degree to which a leader ranking was representative of an organizational ranking.

The Findings

Community organization member priority rankings. These data, after being analyzed to generate Kendall's coefficient of concordance, revealed that, in the case of each organization, members, including the leader, exhibited a degree of agreement in their rankings such that their collective ranking could be considered an organizational response. On this basis Hypothesis One, which predicted there would be no agreement in members' responses, was rejected. This finding held when the

analysis was repeated with the leader ranking not included.

Comparison, by computing a Spearman rank correlation coefficient, of the leader ranking with the collective member or organizational ranking revealed that leader priorities varied slightly from organizational priorities. A basic study assumption that the opinions of leaders, responding as spokesmen for their organization, are representative of an organizational response tended to be supported.

Community leader agreement ratings. The analysis of the mean ratings of agreement to the six role dimensions revealed that all suggested dimensions, except the College Commitment and Comprehensive Role dimensions, received general agreement by leaders. Community organization leaders surveyed agreed that community service activities were a legitimate college function in the community (Legitimacy dimension). Similarly, organizations tended to agree that they would work willingly with the community college on a community service project that has relevance to the organization's goals and purposes (Organization Commitment dimension). Analysis of the data revealed that organizations supported the suggestion that the college expand its community service program but were undecided regarding the allocation of more resources to the program (Scope and College Commitment dimensions). The agreement ratings for the Catalyst Role dimension and the Comprehensive Role dimension revealed a preference for a college community service role which would encourage community organizations to undertake new community service projects relevant to their goals rather than a role which would involve the college in planning a comprehensive community service program.

In the case of the Legitimacy, Scope, Organization Commitment, College Commitment and Catalyst Role dimensions, the observed frequencies of response differed significantly from the expected equi-probable frequencies. Thus, for those role dimensions, Hypothesis Two, which predicted no differences would exist, was rejected.

When the agreement ratings were analyzed on the basis of the 11 organizational, member or leader factors, mean agreement ratings tended to be lower and fall within the undecided range of agreement for the following: a large (200 or more) membership, a youthful (zero to 19 age range) clientele, a youthful (zero to 39 age range) membership, a high average annual member income, an approximately equal percentage (41 to 59) of female and male members, a recreational organizational purpose, an elected or employed leader and a leader having short (zero to one year) tenure. All dimensions were so affected by at least one of these characteristics.

When the data, grouped on the basis of the 11 factors were examined by a one-way analysis of variance, significant differences in the mean agreement ratings existed for the following characteristics: organization age, number of members and average annual member income. Hypothesis Six was therefore rejected but only in relation to the Organization Commitment, College Commitment and Catalyst Role dimensions.

Community leader importance ratings. Analysis of the mean ratings of importance leaders ascribed to the eight community service functions revealed that all functions were perceived as being important activites of a community college community service program designed to facilitate local community organization goal achievement.

The observed frequency of response differed significantly, on the basis of the chi square value of the one sample test, from the expected equi-probable distribution; therefore, Hypothesis Three, which predicted that no differences between the observed and the expected importance ratings would exist, was rejected.

The mean importance ratings revealed the following order of importance of the eight functions: Interagency Cooperation, Community Analysis, Facility Utilization, Staff Consultation, Advisory Liaison, Civic Action, Public Forum and Conference Planning.

Further analysis of these data to ascertain whether selected characteristics of the organizations, their members or their leaders affected the importance ratings indicated that organization assignment to a particular societal group did lower the importance rating to the undecided range of response for Staff Consultation, Public Forum, Advisory Liaison, Civic Action and Conference Planning functions. Those organizational, member or leader characteristics included: an established time (more than six years) of organization existence, a large (more than 200) number of members, a clientele of youthful (zero to 19) age, a low percentage (zero to 40) of female members and a correspondingly high (60 to 100) percentage of male members, a recreational or public health organizational purpose, a youthful (zero to 39 age range) membership, an appointed leader and a leader having a short (zero to one year) tenure.

On the basis of the analysis of variance, significant differences were identified for the following characteristics of the organizations, their members or their leaders: organization age, number of members,

the average age of persons served by the organization, the proportion of female and male members and the degree of involvement in community service activities. Hypothesis Seven was therefore rejected for the Community Analysis, Advisory Liaison, Civic Action, Staff Consultation and Conference Planning functions.

Community leader priority rankings. The analysis of the rankings ascribed to the eight functions revealed the following relationships in order of highest priority: Community Analysis, Interagency Cooperation, Staff Consultation, Facility Utilization, Advisory Liaison, Conference Planning, Civic Action and Public Forum.

The chi square one sample test analysis revealed that for the community leader priority rankings, the observed frequency of response differed significantly from the hypothesized equi-probable frequency. On this basis Hypothesis Four was rejected.

The differences in mean priority rankings between Community Analysis and each of Conference Planning, Civic Action and Public Forum were statistically significant. Similarly, the differences in mean priority ranking between Interagency Cooperation and Public Forum were statistically significant. Thus, Hypothesis Five which predicted that no significant differences in the overall priority rankings would exist, was rejected.

Grouping by the average age of persons served, the number of organization members, organizational purpose and leader tenure produced statistically significant differences between mean rankings relative to the priority relationship for Civic Action, Facility Utilization, Public Forum and Community Analysis. Accordingly, Hypothesis Eight

was rejected for these functions. This Hypothesis predicted that there would be no significant differences in the mean priority rankings ascribed to the eight community service functions when the rankings were re-grouped on the basis of characteristics of the organizations, their members or their leaders.

These findings suggested several conclusions regarding the community college community service role as it applies to assisting local community organization goal achievement generally and, more specifically, to the kinds of activities that might be developed to operationalize the role.

CONCLUSIONS

The Role of Community College Community Services

The findings of this study revealed that local community organizations perceived a community college community service role designed to assist organizations in achieving their goals as a legitimate college activity. Local community organizations perceived themselves as willing to participate in relevant community service projects in partnership with the community college.

Thus, in addition to those community college community service activities which might be directed at serving the needs of individuals or aggregates of individuals, it can be concluded that if colleges expand the scope of their community services program as the findings suggest they should, then, the expanded program ought to include the provision of services to community organizations.

In addition, the expanded community service program should involve the college in a manner whereby encouragement is given to local community organizations to participate in new community service projects relevant to the organizations' goals. If, based on the theoretical model of the community development movement, the conclusion that a major long-term objective of the college's community service program would be the strengthening of the sense of community within the college's environment, then college action which facilitates community organization involvement in solving problems for themselves is appropriate.

The Functions of the Community Service Program

The effects of rating and ranking community service functions.

The purpose for rating the importance of the eight community service functions was to determine community organization opinion of the functions' importance relative to an external scale. Priority, or relative importance, is often inferred from the order exhibited by means derived from importance ratings. In the present study, respondents actually determined the relative importance of the eight functions through a ranking procedure and therefore inferring priority from mean importance ratings was of less significance.

As Table 47 shows, the hierarchical relationships among the eight functions, as determined by mean importance ratings and the mean priority rankings, were highly correlated (rho=.88). The priority ranking of these functions, when linked with the importance ratings supported the conclusion that certain of the eight functions should

Table 47

A Comparison of the Ratings and Rankings of Community Service Functions

Order Determined by Mean Ratings of Importance		Order Determined by Mean Rankings of Priority	
Most	Interagency Cooperation	Highest	Community Analysis
	Community Analysis		Interagency Cooperation
	Facility Utilization		Staff Consultation
	Staff Consultation		Facility Utilization
	Advisory Liaison		Advisory Liaison
	Civic Action		Conference Planning
	Public Forum		Civic Action
Least	Conference Planning	Lowest	Public Forum

receive, initially at least, primary attention in a college program directed at meeting organizational needs.

Interagency Cooperation and Community Analysis. Of the eight functions rated and ranked, these two emerged as those perceived as most important and highest priority relative to organizational needs for services. From the local community organization perspective it can be concluded that the identification of existing and emerging community needs and the establishment of inter-organizational contacts to facilitate existing and new community organization programs should be the focus of initial and continuing college activities designed to serve local community organizations.

Facility Utilization and Staff Consultation. These two functions were perceived as being important and of moderate relative importance in assisting organizations in achieving their goals. It can be concluded that both the availability of college facilities for local community organization use and the provision of staff to consult with local organizations should be a major thrust of the college community service program. These activities, because they tend to be more visible and tangible in the eyes of the community, could contribute to the early development of an effective community service program directed at organization needs.

Other community service functions. All four remaining functions, Advisory Liaison, Civic Action, Public Forum and Conference Planning were rated as important community service activities. This would seem to indicate that community organizations were aware of the potential services available to them, should these functions be operationalized. However, when asked to rank the community service functions each was ascribed moderate or low priority. Community organizations perceived their needs for these services designed to facilitate organization goal achievement as being of lesser relative importance. It can be concluded that these activities should not receive primary college attention at present.

This is not to conclude that these functions should be ignored. Rather, given the temporal, physical and human resource constraints on the college and the existing organization perception of their needs, it can be concluded that the community college would more effectively respond to demands for services from community organizations by devoting

attention initially and on a continuing basis to Community Analysis and Interagency Cooperation activities.

The effects of organizational, member and leader characteristics. The findings of this study clearly indicated that unique characteristics of organizations, their members and their leaders affected the agreement ratings, importance ratings and priority rankings. It can be concluded that, if a college program designed to serve community organizations is to be planned, then an important aspect of the program development should be the consideration of the following organizational, member and leader characteristics since they tended to emerge as significant attributes of the clientele to be served: organizational age, the number of organization members, average annual member income, average age of persons served, the degree of community involvement by organizations, organizational purpose and tenure of the leader.

Conclusions Regarding the Methodology

In essence, this study served to pilot test a methodology devised and designed to identify local community organizations and determine their opinion of the community college community services role as it related to assisting community organizations achieve their goals. The methods used to collect data involved several procedures: a document search, surveys, and participant observation. From the college administrator's perspective, it can be concluded that the methodology used in this research does provide useful information relative to community organization opinions and perceptions regarding community services. Several more specific conclusions can be stated:

1. The cooperation of the college whose region may be selected for community study is vital to the collection of data.

2. Organization leaders' responses tend to be representative of a collective member or organizational response.

3. Organization members' responses tend to exhibit an association such that the collective response can be considered an organizational response.

4. Collecting data from organizational members is constrained in part by the nature of the organization itself and gaining access to organization meetings.

To summarize the above, the following conclusions emerged from the findings of this study and pertain to the role of college community services as well as the methodology used:

1. An expanded community services program ought to include the provision of services to community organizations.

2. Encouragement should be given by the college to local community organizations to participate in new community service projects relevant to the organizations' goals.

3. All community service functions examined were perceived as important college community service activities.

4. Given the priorities ascribed to the eight functions, initially Interagency Cooperation and Community Analysis activities should be the major thrust of the college community service program.

5. An important aspect of the community services program development should be the consideration of organizational, member and leader characteristics.

6. The methodology used in this research could be used by college administrators in gaining community organization input to decisions regarding the college community services program.

IMPLICATIONS

Implications for Community College Community Service Programs

College services directed at community organizations represent an expanded notion of community services. A major proposition for

community college community service programs emerging from this study would appear to be that, as community college community services respond to community organization needs for services, the college will tend to be in a more advantageous position to cope with changing environmental demands. It would appear from this research that not only will the community serving nature of the community college be enhanced, complemented and, in some college situations, created by such expansion, but that community organizations do have needs to which a community-based college can and should respond.

Although all eight functions in this study were perceived as important by community organizations surveyed, the priorities ascribed indicated that organizations perceive some needs as more immediate than others. As indicated above, the college cannot ignore those functions ascribed lower priority, especially since all were perceived as important in assisting organizations in achieving their goals. Rather, the college must consider the priority of the community service functions as perceived by community organizations in planning its community service program.

Indeed, other community service functions, which could possibly be generated, may emerge as highly appropriate to the community college community service program. Such functions might attempt to satisfy both individual and organizational needs as in the case of an individual wishing to participate in certain social welfare organization activities. An opportunity would exist to satisfy both individual and organization activities and would seem to be a legitimate community service activity.

At least two implications for the community service program exist. First, the notion of service to community organizations represents an expanded viewpoint of community service programs which may enable the college to more effectively meet its community's needs for service. Second, the priority rankings ascribed to the eight functions identified for this research (and more functions quite possibly could be generated) are applicable at a given point in time. But, while priorities are important in planning programs, the probability that priorities will change is also important.

A third implication of this research focuses on the operationalization of specific community service functions. Community Analysis and Interagency Cooperation activities tend to be process oriented, on going and, to some extent, routinizable. Conversely, Civic Action, Public Forum or Conference Planning, in addition to being highly visible community activities, tend to be goal oriented, directed at completing a specific task and not easily routinizable. The nature of any community service function would seem to imply that the activities which are necessary to operationalize a particular function might differ. This suggestion would seem to have major implications for the administration and organization of the community service program in the college.

Implications for College Administration and Organization

Since community services can serve as the community basis for the college program, organizationally and administratively, community services can no longer be considered an adjunct to the total program. As the college program becomes increasingly differentiated in the attempt

to satisfy demands for services emanating from its environment, the college administration, in coping internally and responding externally, will need to develop administrative structures as well as financing and staffing policies which effectively integrate all college operations.

The nature of the activities developed to operationalize the total community services role quite possibly will be diverse, non-traditional and subject to change. The nature of the differences in priority resulting from the analyses by the 11 characteristics of organizations, members and leaders attest to this. This research suggested, for example, that community service activities should be different for those organizations having a cultural purpose relative to those with a social welfare purpose. The administrative structure will have to accommodate these features and, at the same time, serve existing college functions. A major implication for the college administration, then, is the development of structures which facilitate the integration of the community service program into the total college program.

The fact that Interagency Cooperation was perceived as of high importance and priority suggested that efficacy of the temporary system as a flexible, yet functional partnership designed to operationalize and integrate the community service program. For a particular community service project, community individuals, for example, could be recruited, organized to complete the project and then disbanded. Temporary systems could serve a more functional role than the familiar "advisory committees"; they would be special purpose groups, goal-oriented to and constituted with the accomplishment of a specific task clearly in mind. In addition, since organization, member and/or leader characteristics affect the priority of certain community service functions, the participants in a

system or task force could reflect the unique attributes of the target groups for which particular services are planned.

The community services structure of the college could serve as an integrative element. The community services staff role would facilitate community service activities and the total college program by bringing the resources of the college and the community together as circumstances require. This core group of people could serve the college and college environment interests. Arrangements for financing the community service role could reflect the college-community partnership.

Implications for Research

Areas for future research. While this exploratory study has shown that local community organizations purporting to have social service goals and objectives agree that the eight community service functions selected are legitimate and important college activities, several questions, focusing directly on college operations, remain to be examined:

1. To what extent do community colleges subscribe to an expanded community service role?
2. In what ways have colleges responded to community based needs for community services?
3. Given existing administrative and financial constraints, to what extent can colleges respond to community based needs?
4. What is the college opinion regarding the importance and priority of community services?
5. What alternatives for administering college community services exist?
6. What are the implications for an expanded community service role for college financing and staffing?

Efforts could be devoted to the generation or discovery of other discrete community service functions and a determination of the importance and priority of these community service functions to other organizations serving, for example, business, government or political purposes.

The present study could be replicated in the same community to assess the extent to which organizational opinions change regarding community college community services directed at assisting organizations in achieving their goals. Information could be obtained from community organizations in other locales to determine if any common patterns in community service function priorities could be discerned.

This study did not attempt to assess the attitudes of organizations, their members or their leaders toward the college serving the community studied or, in particular, the community services programs. Knowledge of attitudes and dispositions toward existing community service programs could be useful information for program modification and improvement. In the same way, knowledge of attitudes and opinions regarding proposed community service college activities is vital since community input should form the foundation of these programs. Thus, an important area for future study could concern attitudes toward the college and its community services.

The present study revealed that characteristics of the organizations, members or leaders surveyed affected the priority rankings of community service functions. It may be considered that additional information regarding unique community organization attributes would be helpful in designing a community service program directed at meeting organization needs. Certain factors, such as inter-organizational

linkages and contacts, not examined in this research, could be usefully investigated.

The design and assessment through simulation, for example, of the content and delivery systems for community service programs designed to serve community organizations could be explored. An evaluation of existing community service programs directed at community organizations would provide important data in this regard. The utility of the suggestion that the temporary system structure may be appropriate for administering college community services could be investigated.

Methodological refinements. The methodology used in this study could usefully be refined by reviewing and developing additional items, by further piloting of the instruments and by complementing survey data with information gained from interviews. The ability to generalize findings to a broad population is seriously hampered in studies of community opinion due, for example, to the unique attributes of different communities. Generalizability of findings and conclusions would be enhanced if a random sampling of organizations were possible.

The design of this study, which, after refinements such as those noted above, could be utilized by community college administrators to assess community organizational opinion regarding the community service program, in a systematic manner, although not explicit as a purpose, was a major motivating force of this research.

SUMMARY

This chapter reviewed the basic problem and objectives of this study, outlined the study design and the findings. The findings,

summarized under the headings of community organization member priority rankings, community leader importance ratings, community leader agreement ratings and community leader priority rankings, referred to the perceptions of community organization leaders and members relative to six dimensions of community college role and eight community service functions.

The conclusions of this study pertained to the role of the college in community services designed to facilitate community organization goal achievement and to the priorities ascribed to the community service functions themselves.

Several implications for community college community service programs focused on the expanded nature of community services and the fact that activities for operationalizing any service activities may be quite different. Implications for college administration and organization and implications for future research concluded this chapter.

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APPENDIX A

COMMUNITY SERVICES TAXONOMY
PREPARED BY MAX RAINES

A TAXONOMY OF COMMUNITY SERVICE FUNCTIONS

Max R. Raines

I. Personal Development Functions--Those functions and activities primarily focused upon individuals or informal groups of individuals to help them achieve a greater degree of personal self-realization and fulfillment. This category includes the following functions:

Career Development Function--Providing opportunities for individual self-discovery and fulfillment with particular emphasis upon vocationally related activities; e.g., career counseling, job placement, group guidance sessions, etc.

Educational Extension Function--Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large; e.g., evening classes, TV courses, "week-end college," etc.

Educational Expansion Function--Programming a variety of educational, up-grading and new career opportunities which reach beyond the traditional limitations of college credit restrictions; e.g., institutes, tours, retreats, contractual in-plant training, etc.

Social Outreach Function--Organizing programs to increase the earning power, educational level, and political influence of disadvantaged; e.g., ADC mothers, unemployed males, educationally deprived youth, welfare recipients, etc.

Cultural Development Function--Expanding and enriching opportunities for community members to participate in a variety of cultural activities; e.g., fine art series, art festivals, artists in residence, community theatre, etc.

Leisure-time Activity Function--Expanding opportunities for community members to participate in a variety of recreational activities; e.g., sports instruction, outdoor education, summer youth programs, senior citizen activities, etc.

II. Community Development Functions--Those functions and activities primarily focused upon the social, physical, economic and

political environment of the community to improve the quality of life for all citizens in such areas as housing, inter group relationships, model cities planning, etc. by working with the established organizations, agencies and institutions. This category includes the following functions:

Community Analysis Function--Collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community service program of the college; e.g., analyzing census tracts, analyzing manpower data, conducting problem oriented studies, etc.

Inter-agency Cooperation Function--Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange, joint committee work, etc.

Advisory Liaison Function--Identifying and involving (in an advisory capacity) key members of the various sub-groups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee, etc.

Public Forum Function--Developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, "town" meetings, TV symposiums, etc.

Civic Action Function--Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community self-studies, urban beautification, community chest drives, neighborhood clean-up drives, etc.

Staff Consultation Function--Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc.

III. Program Development Functions--Those functions and activities of the central staff designed to procure and allocate resources, coordinate activities, establish objectives and evaluate

outcomes. This category includes the following functions:

Public Information Function--Interpreting programs and activities of community services to the college staff as well as to the community-at-large and coordinating releases with the central information services of the college.

Professional Development Function--Providing opportunities and encouragement for staff members to up-grade their skills in program development and evaluation; e.g., professional affiliations, exchange visitations, professional conferences, advanced graduate studies, etc.

Program Management Function--Establishing procedures for procuring and allocating the physical and human resources necessary to implement the community services program; e.g., staff recruitment, job descriptions, budgetary development, etc.

Conference Planning Function--Providing professional assistance to community groups in the planning of conferences, institutes and workshops; e.g., registration procedures, program development, conference evaluation, etc.

Facility Utilization Function--Encouraging community use of college facilities by making them readily accessible, by facilitating the scheduling process, and by designing them for multi-purpose activities when appropriate; e.g., campus tours, centralized scheduling office, conference rooms, auditorium design, etc.

Program Evaluation Function--Developing with the staff the specific objectives of the program, identifying sources of data, and establishing procedures for gathering data to appraise the probable effectiveness of various facets of the program; e.g., participant ratings, attendance patterns, behavioral changes, program requests, etc.

APPENDIX B

LETTER FROM DR. G.L. FISHER
PRINCIPAL, CAMOSUN COLLEGE

CAMOSUN COLLEGE
1950 LANSDOWNE RD. VICTORIA, B.C. V8P 1B2. TEL. 592-1281

Principal's Office

June 6th, 1974.

Mr. Brent Pickard,
Room 7-150, Education North,
Faculty of Education,
University of Alberta,
Edmonton, Alberta.
T6G 2E1

Dear Brent:

I appreciated the opportunity Tuesday to discuss with you your proposed study regarding community services.

We will be pleased to have you conduct the study in our College region. You will work rather directly with:

Dr. Lloyd H. Morin, Director of Instructional Development and Institutional Research,
and
Mr. H. Alan Batey, Director of Community Education Services.

Yours truly,

Grant L. Fisher,
Principal.

GLF:ca

cc: L.Morin
A.Batey

APPENDIX C

LETTER FROM MAX RAINES

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
DEPARTMENT OF ADMINISTRATION AND HIGHER EDUCATION
ERICKSON HALL 425 (517) 355-6613

EAST LANSING • MICHIGAN • 48824

April 3, 1974

Mr. Brent W. Pickard
c/o J.M. Small
Faculty of Education
Dept. of Educational Admin.
The University of Alberta
Edmonton, Canada

Dear Brent:

Please forgive my delay in responding. Being on sabbatical is not very conducive to getting matters accomplished. I have asked my secretary to send you a copy of an instrument I developed for a national survey. It was used by Chester Winston at M.S.U. a few years ago (1970 I think). He was one of my doctoral students.

You are most welcome to use the Inventory of Community Services Functions in your study.

Give my best to Jim Small.

Sincerely,

Max R. Raines
Professor

MRR/rmb

Enc.1

APPENDIX D

THE COMMUNITY LEADER OPINION SURVEY

COMMUNITY LEADER OPINION SURVEY I.D._____

Many people stress the need for cooperation amongst community organizations serving the community in order that, individually and collectively, their goals might be more effectively achieved. Community colleges could become involved in community service in a variety of ways. Indeed, some colleges consider that their community service programs can be a major college activity. Camosun College here in Victoria is very interested in learning what you, as a representative of your community organization, think regarding community college involvement in community services.

The survey consists of four parts. Parts I and III contain the descriptions of eight community service activities which might be part of the local community college community services program. Part II consists of seven statements regarding the appropriate role of the local community college in community services. Part IV solicits information relevant to this study about your organization and will be used to analyze the responses to Parts I, II and III.

Considering your organization's goals and purposes, you, as president or chairperson, are asked to indicate your opinion of the IMPORTANCE TO YOUR ORGANIZATION of each of these activities and statements.

All responses to this survey will be kept confidential. The identification numbers are for follow-up purposes only.

For this survey, the following definitions of terms may be helpful. You are invited to refer to them as necessary.

1. Community Service Activities: Those programs of the community college, often undertaken in cooperation with other community organizations, which are directed toward serving community educational needs not met by formal college programs.

2. Community Service Project: A specific community service activity, such as a cooperative recreation program in inner city areas.

3. Community: The geographic area served by the local community college.

CLOS-2

DIRECTIONS FOR PART I

As a representative of your organization please indicate your opinion of the importance to your organization of the eight community service activities listed below. Circle the number on the important-unimportant scale that is most representative of your opinion relative to each statement. The numbers mean:

1 - very important
2 - important
3 - undecided
4 - unimportant
5 - very unimportant

	Very important	Important	Undecided	Unimportant	Very unimportant
COMMUNITY ANALYSIS - Collecting and analyzing information which reflect existing and emerging needs of the community and which can serve as a community information source for all organizations . . . . . e.g., The College initiates community problem-oriented studies.	1	2	3	4	5
INTERAGENCY COOPERATION - Establishing contacts between community organizations in order to supplement and coordinate rather than duplicate existing programs . . . . . e.g., The College initiates information exchange among community organizations.	1	2	3	4	5
ADVISORY LIAISON - Identifying and involving as advisors, key members of various community organizations with whom cooperative programs are being planned . . . . . e.g., The College initiates the formation of a community services advisory council.	1	2	3	4	5
PUBLIC FORUM - Developing activities designed to stimulate community interest and understanding of local, provincial, national and international problems . . . . . e.g., The College sponsors "town" meetings.	1	2	3	4	5
CIVIC ACTION - Participating in cooperative efforts with local government, business, industry, religious and social organizations to increase community resources in dealing with major community problems . . . . . e.g., The College cooperates in an urban renewal program.	1	2	3	4	5
STAFF CONSULTATION - Identifying, developing and making available the knowledge and skills of college staff in community service activities . . . . . e.g., The College supplies persons to consult with organizations initiating a community study.	1	2	3	4	5
CONFERENCE PLANNING - Providing assistance to community organizations in the planning of conferences, institutes or workshops . . . . . e.g., The College assists organizations in developing the conference program.	1	2	3	4	5
FACILITY UTILIZATION - Encouraging use of college facilities by making them readily accessible for community organizations . . . . . e.g., The College establishes a directory of available college facilities. .	1	2	3	4	5

CLOS-3

DIRECTIONS FOR PART II

As a representative of your organization, please indicate your opinion of the following statements. These statements refer to the role of the local community college in community service. Circle the number on the agree-disagree continuum that is most representative of your opinion relative to each statement. The numbers mean:

1 - strongly agree
2 - agree
3 - undecided
4 - disagree
5 - strongly disagree

	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
1. It is a legitimate role of the community college to participate, with community organizations, in community service activities	1	2	3	4	5
2. The community college should expand its program of community service activities in your community	1	2	3	4	5
3. Your community organization would work willingly with the community college on a particular community service project that has relevance to your organization's goals	1	2	3	4	5
4. The community college should allocate more resources to its community service role	1	2	3	4	5
5. An appropriate role for the college in community services is encouraging community organizations to undertake new community service projects that are relevant to the organization's purposes	1	2	3	4	5
6. An appropriate community college community service role is in planning a comprehensive community service program for the community	1	2	3	4	5

7. In which of the roles outlined in questions 5 and 6 should the college be:

   a. most actively involved (please circle one)
   Statement 5 6

   b. least actively involved (please circle one)
   Statement 5 6

CLOS-4

DIRECTIONS FOR PART III

Eight community service activities, which could be made available to community organizations by your local community college are listed. Whether or not any of these activities becomes a part of the community service program depends upon your response as to how each activity could assist your organization in achieving its goals and objectives. Your response will determine, for your organization, that activity which should receive the highest priority in the local community college's community service program.

In order to determine the priority of the activities, you are asked to rank order the descriptions of the eight activities. The two step procedure described below is designed to help you in deciding the priorities. Please follow it closely.

Step I

1. While thinking of how each function might assist your organization in achieving its purposes, please read carefully each description.

2. Place an X in the Step I Column beside the two activities you feel should receive highest priority. Place an O in the Step I Column beside the two activities you feel should receive the lowest priority. There should be four items left without a ranking.

Step II

1. Re-read the two descriptions you marked with an X. Decide which of the two activities should receive the highest priority and place a "1" in the box to the right of that description, in the Step II Column.

2. Re-read the two descriptions you marked with an O. Decide which of the two activities should receive the lowest priority and place a "1" in the box to the right of that description, in the Step II Column.

3. Finally, re-read the four descriptions that did not receive either an X or an O in Step I. Decide the rank of these descriptions, from highest to lowest, and record your rank in the Step II Column as follows:

   1 = highest priority
   2 = second highest priority
   3 = third highest priority
   4 = lowest priority

CLOS-5

	STEP I	STEP II
COMMUNITY ANALYSIS - Collecting and analyzing information which reflect existing and emerging needs of the community and which can serve as a community information source for all organizations. . . . . e.g., The College initiates community problem-oriented studies.	☐	☐
INTERAGENCY COOPERATION - Establishing contacts between community organizations in order to supplement and coordinate rather than duplicate existing programs . . . . . e.g., The College initiates information exchange among community organizations.	☐	☐
ADVISORY LIAISON - Identifying and involving as advisors, key members of various community organizations with whom cooperative programs are being planned. . . . . e.g., The College initiates the formation of a community services advisory council.	☐	☐
PUBLIC FORUM - Developing activities designed to stimulate community interest and understanding of local, provincial, national and international problems. . . . . e.g., The College sponsors "town" meetings.	☐	☐
CIVIC ACTION - Participating in cooperative efforts with local government, business, industry, religious and social organizations to increase community resources in dealing with major community problems. . . . . e.g., The College cooperates in an urban renewal program.	☐	☐
STAFF CONSULTATION - Identifying, developing and making available the knowledge and skills of college staff in community service activities . . . . . e.g., The College supplies persons to consult with organizations initiating a community study.	☐	☐
CONFERENCE PLANNING - Providing assistance to community organizations in the planning of conferences, institutes, or workshops . . . . . e.g., The College assists organizations in developing the conference program.	☐	☐
FACILITY UTILIZATION - Encouraging use of college facilities by making them readily accessible for community organizations. . . . . e.g., The College establishes a directory of available college facilities.	☐	☐

CLOS-6

DIRECTIONS FOR PART IV

Please indicate your response to each item by placing a check mark (✓) in the appropriate space.

1. How long has your organization been established in Victoria?

(1) ____ less than 1 year
(2) ____ 1 - 2 years
(3) ____ 3 - 5 years
(4) ____ 6 - 10 years
(5) ____ 11 - 15 years
(6) ____ 16 - 20 years
(7) ____ 21 - 25 years
(8) ____ more than 25 years

2. What is the average age of the persons served by your organization?

(1) ____ below 10 years
(2) ____ 10 - 19 years
(3) ____ 20 - 29 years
(4) ____ 30 - 39 years
(5) ____ 40 - 49 years
(6) ____ 50 - 59 years
(7) ____ 60 - 69 years
(8) ____ 70 years and over
(9) ____ All ages

3. How many members belong to your organization?

(1) ____ 1 - 10
(2) ____ 11 - 20
(3) ____ 21 - 50
(4) ____ 51 - 75
(5) ____ 76 - 100
(6) ____ 101 - 150
(7) ____ 151 - 200
(8) ____ 201 - 400
(9) ____ more than 400

4. What is the average age of members of your organization?

(1) ____ 15 - 19 years
(2) ____ 20 - 29 years
(3) ____ 30 - 39 years
(4) ____ 40 - 49 years
(5) ____ 50 - 59 years
(6) ____ 60 - 69 years
(7) ____ 70 - 79 years
(8) ____ 80 - 89 years
(9) ____ 90 years and over
(10) ____ All ages

5. The average annual income of your members would fall into which of the following categories?

(1) ____ less than $5,000
(2) ____ $5,000 - $9,999
(3) ____ $10,000 - $14,999
(4) ____ $15,000 - $19,999
(5) ____ more than $20,000

6. What percentage of your membership are:

(1) ____ Female
(2) ____ Male

CLOS-7

7. Your organization has basically a:

(1) ____ cultural purpose
(2) ____ public health purpose
(3) ____ recreational purpose
(4) ____ social welfare purpose

8. How were you selected as your organization's leader?

_____

_____

_____

9. The tenure of the leader of your organization is how many years?

(1) ____ less than 1 year
(2) ____ 1 year
(3) ____ 2 years
(4) ____ 3 years
(5) ____ 4 years
(6) ____ 5 years
(7) ____ more than 5 years (specify ____ years)

10. To what extent does your organization become involved in community service activities in Victoria?

(1) ____ high involvement
(2) ____ moderate involvement
(3) ____ low involvement
(4) ____ no involvement

11. Kindly list any formal contacts that exist between your organization and the community college.

_____

_____

_____

_____

_____

Thank you for your cooperation and interest. Please use the stamped, self-addressed envelope to return your survey to Camosun College.

APPENDIX E

THE COMMUNITY SERVICE FUNCTIONS SURVEY

COMMUNITY SERVICE FUNCTIONS SURVEY

This survey is designed to solicit your opinion regarding community college involvement in community educational services. It consists of two parts. Part I contains the description of eight community service activities which could be part of the local community college community service program. Part II is designed to gain personal information which will be used to analyze responses to Part I. Please be assured that all responses will be kept strictly confidential.

For this survey, the following definitions of terms will be helpful. You are invited to refer to them as necessary.

1. Community Service Activities: Those programs of the community college, often undertaken in cooperation with other community organizations, which are directed toward serving community educational needs not met by formal college programs.

2. Community Service Project: A specific community service activity, such as a cooperative recreation program in inner city areas.

3. Community: The geographic area served by the local community college.

CSFS-2

DIRECTIONS FOR PART I

Eight community service activities, which could be made available to community organizations by your local community college are listed. Whether or not any of these activities becomes a part of the community service program depends upon your response as to how each activity could assist your organization in achieving its goals and objectives. Your response will determine, for your organization, that activity which should receive the highest priority in the local community college's community service program. In order that you can determine the priorities of the eight activities, we will follow a two step procedure.

Step I

1. While thinking of how each function might assist your organization in achieving its purposes, please read carefully each description.

2. Place an X in the Step I Column beside the two activities you feel should receive highest priority. Place an O in the Step I Column beside the two activities you feel should receive the lowest priority. There should be four items left without a ranking.

Step II

1. Re-read the two descriptions you marked with an X. Decide which of the two activities should receive the highest priority and place a "1" in the box to the right of that description, in the Step II Column.

2. Re-read the two descriptions you marked with an O. Decide which of the two activities should receive the highest priority and place a "1" in the box to the right of that description, in the Step II Column.

3. Finally, re-read the four descriptions that did not receive either an X or an O for Step I. Decide the rank of these descriptions, from highest to lowest, and record your rank in the Step II Column as follows:

   1 = highest priority
   2 = second highest priority
   3 = third highest priority
   4 = lowest priority

CSFS-3

STEP I STEP II

COMMUNITY ANALYSIS - Collecting and analyzing information which reflect existing and emerging needs of the community and which can serve as a community information source for all organizations. . . . . ☐ ☐
e.g., The College initiates community problem-oriented studies.

INTERAGENCY COOPERATION - Establishing contacts between community organizations in order to supplement and coordinate rather than duplicate existing programs . . . . . ☐ ☐
e.g., The College initiates information exchange among community organizations.

ADVISORY LIAISON - Identifying and involving as advisors, key members of various community organizations with whom cooperative programs are being planned. . . . . ☐ ☐
e.g., The College initiates the formation of a community services advisory council.

PUBLIC FORUM - Developing activities designed to stimulate community interest and understanding of local, provincial, national and international problems. . . . . ☐ ☐
e.g., The College sponsors "town" meetings.

CIVIC ACTION - Participating in cooperative efforts with local government, business, industry, religious and social organizations to increase community resources in dealing with major community problems. . . . . ☐ ☐
e.g., The College cooperates in a urban renewal program.

STAFF CONSULTATION - Identifying, developing and making available the knowledge and skills of college staff in community service activities. . . . . ☐ ☐
e.g., The College supplies persons to consult with organizations initiating a community study.

CONFERENCE PLANNING - Providing assistance to community organizations in the planning of conferences, institutes or workshops. . . . . ☐ ☐
e.g., The College assists organizations in developing the conference program.

FACILITY UTILIZATION - Encouraging use of college facilities by making them readily accessible for community organizations. . . . . ☐ ☐
e.g., The College establishes a directory of available college facilities.

CSFS-4

DIRECTIONS FOR PART II

The information from your response to Part II of the survey will be used to analyze the reponses to Part I. All responses are anonymous and confidential. Please indicate your response by placing a check mark (✓) in the appropriate space.

1. Sex

(1) ____ Male

(2) ____ Female

2. Length of time you have been a member of this organization (to year)

(1) ____ less than 1 year
(2) ____ 1 - 2 years
(3) ____ 3 - 5 years
(4) ____ 6 - 10 years
(5) ____ more than 10 years

3. Length of time you have lived in this community (to nearest year)

(1) ____ less than 1 year
(2) ____ 1 - 2 years
(3) ____ 3 - 5 years
(4) ____ 6 - 10 years
(5) ____ more than 10 years

4. Membership in other community organizations: Would you please indicate, by placing the appropriate number in the space provided, the number of other community organizations you belong to that have mainly a

(1) ____ cultural purpose
(2) ____ public health purpose
(3) ____ recreational purpose
(4) ____ social welfare purpose

5. Attendance at the local community college

(a) How many of your children have attended the community college? _____

(b) Indicate the type of program they enrolled in

____ (1) College Preparatory and Secondary School Completion
____ (2) Career Programs (e.g., Business Administration, Forestry, Electronics)
____ (3) General Education
____ (4) University Transfer
____ (5) Trades and Industrial
____ (6) Native Indian Program
____ (7) Community Services Program

(c) How many of your children <u>are attending</u> the community college now? _____

(d) Indicate the type of program they are taking:

____ (1) College Preparatory and Secondary School Completion
____ (2) Career Programs (e.g., Business Administration, Forestry, Electronics)
____ (3) General Education
____ (4) University Transfer
____ (5) Trades and Industrial
____ (6) Native Indian Program
____ (7) Community Services Program

(e) Are you or have you attended classes at the community college?

____ (1) Yes ____ (2) No

(f) Indicate the type of program you enrolled in:

____ (1) College Preparatory and Secondary School Completion
____ (2) Career Programs (e.g., Business Administration, Forestry, Electronics)
____ (3) General Education
____ (4) University Transfer
____ (5) Trades and Industrial
____ (6) Native Indian Program
____ (7) Community Services Program

6. Your age falls into which of the following:

(1) ____ 15 - 19 years
(2) ____ 20 - 29 years
(3) ____ 30 - 39 years
(4) ____ 40 - 49 years
(5) ____ 50 - 59 years
(6) ____ 60 - 69 years
(7) ____ 70 - 79 years
(8) ____ 80 - 89 years
(9) ____ 90 years and over

APPENDIX F

LETTERS CONCERNING COMMUNITY LEADER OPINION SURVEY DATA COLLECTION

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2E1

October 30, 1974.

Dear Community Leader:

By way of introduction, I am a graduate student in college administration at the University of Alberta, working with the staff of Camosun College on a community services project.

The project is attempting to answer the question, "In what ways can a community college, for example Camosun College, assist community organizations in achieving their goals?" Community college community services programs can assist organizations, such as yours, in a number of ways. The specific purpose of this project is to determine your opinion of the most appropriate way a community college community service program can assist your organization in achieving its goals and purposes.

The enclosed survey, the Community Leader Opinion Survey, is designed to determine community leader response to the importance of and the priority of a list of possible community services activities which could be part of the community college's community services program. Your response to this Survey is vital to our project. Please be assured that your response will be kept confidential: the identification numbers are for follow-up purposes only. I would request that you complete the Survey and return it at your earliest convenience to Camosun College, using the stamped self-addressed envelope provided.

I will be in Victoria during the month of November. If you have any questions please do not hesitate in contacting me at Camosun College (592-1281). Having had recent contact with several community leaders and understanding the pervasive demands on your time, I certainly appreciate your contribution to this phase of our project.

Yours sincerely,

Brent W. Pickard

Brent W. Pickard,
Project Administrator.

BWP/gf.
Enc.

c.c. H.A. Batey, Director,
Community Education Services,
Camosun College.

CAMOSUN COLLEGE
1950 LANSDOWNE RD. VICTORIA, B.C. V8P 5J2. TEL. 592-1281
Community Education Services

September 16, 1974.

Dear Sir or Madame:

Mr. Brent Pickard is engaged in post graduate studies at the University of Alberta. Research in the area of community education services by colleges is involved. He has requested to do this research here in Victoria.

As Director of Community Education Services here at Camosun College, I welcome his research activities in this area. May I ask your organization to show Mr. Pickard the same good co-operation as has been afforded me by community associations such as yours.

Yours sincerely,

H. Alan Batey,
Director of Community Education.

HAB:jec

CAMOSUN COLLEGE
1950 LANSDOWNE RD. VICTORIA, B.C. V8P 1B2. TEL 592-1281
Community Education Services

November 18, 1974.

Dear Community Leader:

Recently you received a questionnaire concerning community services and Camosun College. Your response to this questionnaire will assist in determining what community college community service programs should do to meet the needs of community organizations.

To date we have received several completed questionnaires. This response is encouraging and indicates the high degree of interest community organizations have in community service.

If you have already mailed in your questionnaire - thank you. If you, as yet, have not had time to complete the questionnaire, could you do so at your earliest convenience? Thank you very much.

If you have any questions or concerns, please contact Mr. Pickard (592-1281, ext. 221) at Camosun College.

Yours sincerely,

H. Alan Batey,
Director of Community Education.

Brent W. Pickard

Brent W. Pickard,
Project Administrator

HAB
BWP/stb

APPENDIX G

LETTERS CONCERNING COMMUNITY SERVICE FUNCTIONS SURVEY DATA COLLECTION

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2E1

September 27, 1974

Dear Community Leader:

By way of introduction, I am a graduate student in college administration at the University of Alberta, working on a community services project with the staff of Camosun College. The specific purpose of the project is to determine community organization opinion regarding the appropriate role of the community college in community services.

Having had recent contacts with a variety of community leaders and understanding the pervasive demands on your time, I respectfully request your assistance in helping me achieve the purpose outlined above. Your organization was selected from recreational, social welfare, cultural and public health organizations in the Greater Victoria area. In order to obtain your organization's opinions, I would request being permitted to attend a meeting of the organization in November, in order to administer a brief survey. Previous experience has shown that this should take no longer than 15 or 20 minutes. Your organization's response will assist in determining the nature of community services programs which might emanate from community colleges.

Enclosed is a brief information sheet to be used in identifying community organizations that are willing to cooperate in this study. I would ask you to provide the information requested and return the information sheet in the enclosed envelope at your earliest convenience. Be assured that all your responses will be held in strictest confidence. The identification number is for follow-up purposes only.

I certainly appreciate your consideration of this project and look forward to being able to meet with you in November. Thank you for your cooperation.

Yours sincerely,

Brent W. Pickard

Brent W. Pickard
Project Administrator

BWP/pk
Encl.

Community Organization Information Sheet I.D. Number _____

Note: You are assured that your responses will be held in strictest confidence.

Brent W. Pickard

---

1. Name: _____

2. Name of Organization: _____

3. Position of Person Completing this Questionnaire: _____

4. Read the following and select the classification which best describes the functions your organization seeks to perform:

____ recreational ____ social welfare

____ public health ____ cultural

5. In order to get your organization's opinion regarding community college involvement in community services, I respectfully request being able to attend a meeting of the organization during November in order to administer the attached survey. Please look over the survey. Previous experience shows that administering the survey to a group takes approximately 15 to 20 minutes.

(a) Would your organization consent to my attendance at a meeting in November?

Yes ____

No ____

(b) If yes, please indicate:

i. Time and Date of your November Meeting: _____ (time)

_____ (date)

ii. Location of your November meeting: _____

iii. Approximate number of individuals that will attend the November meeting: _____

(c) If it is not possible for me to attend your November meeting, would you, as a representative of your organization, consent to complete a mailed out survey:

Yes ____

No ____

Thank you for your cooperation. I look forward to receiving this Information Sheet at the earliest possible time. Please use the enclosed envelope.

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2E1

October 17, 1974

Dear Community Leader,

A short time ago, I forwarded to you a request for assistance in conducting a research study. This study, the specific purpose of which is to determine community organization opinion regarding the appropriate role of the community college in community services, is being conducted with the full cooperation of Camosun College in Victoria.

To date, I have not received a reply from your organization. The assistance I require is to be permitted to attend a meeting of your organization in November or early December in order to obtain your organization's opinion regarding the nature of community services programs which might emanate from community colleges.

I have enclosed a brief information sheet which is designed to identify community organizations in the Greater Victoria Area that are willing to cooperate in this study. I would certainly appreciate hearing from you at your earliest convenience.

Thankyou.

Yours sincerely,

Brent W. Pickard

Brent W. Pickard
Project Administrator

BWP/dh

Enclosure

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2E1

December 23, 1974

Dear Organization IV:

Re: Community College Community Services Study

In connection with the above study, I would be pleased to receive the Community Service Function Surveys from your members and The Community Leader Opinion Survey you personally received at your earliest convenience. If you have not already mailed the questionnaires to Camosun College, could you, instead, please send them directly to me at the above address.

I trust you will have an enjoyable holiday season and continued success in 1975.

Sincerely,

Brent W. Pickard

Brent W. Pickard
Project Administrator

BWP/hb

APPENDIX H

CLOS RESPONDENT CHARACTERISTICS

Table 48

CLOS Respondent Characteristics

Demographic Factor	Response Alternatives			Grouping for Analysis	
	Category	Code	Frequency	Category[2]	Frequency
1. Length of time the organization has been established in Victoria. N=60[1] (Organization Age)	less than 1 year	1	1	young	12
	1-2 years	2	3		
	3-5 years	3	8		
	6-10 years	4	9	established	16
	11-15 years	5	6		
	16-20 years	6	1		
	21-25 years	7	5	old	32
	more than 25 years	8	27		
2. Average age of persons served. N=61	below 10 years	1	2	youthful	9
	10-19 years	2	7		
	20-29 years	3	3	adults	18
	30-39 years	4	7		
	40-49 years	5	7		
	50-59 years	6	0		
	60-69 years	7	0		
	70 years and above	8	1		
	all ages	9	34	all	34

[1] In some cases the totals are below 62 since not all respondents replied to these items.
[2] Terminology used selected on basis of its descriptive quality only.

Table 48 (Continued)

Demographic Factor	Response Alternatives			Grouping for Analysis	
	Category	Code	Frequency	Category[2]	Frequency
3. Number of Members N=57	1-10	1	11	small	23
	11-20	2	4		
	21-50	3	8		
	51-75	4	8	medium	16
	76-100	5	3		
	101-150	6	2		
	151-200	7	3		
	201-400	8	2	large	18
	more than 400	9	16		
4. Average age of members. N=54	15-19 years	1	2	youthful	20
	20-29 years	2	4		
	30-39 years	3	14		
	40-49 years	4	13	middle	16
	50-59 years	5	2		
	60-69 years	6	1		
	70-79 years	7	0	omitted	0
	80-89 years	8	0		
	90 years and over	9	0		
	All ages	10	18	all	18

Table 48 (Continued)

Demographic Factor	Response Alternatives			Grouping for Analysis	
	Category	Code	Frequency	Category[2]	Frequency
5. Average annual income of members. N=49.	less than $5,000	1	7	low	26
	$5,000-$9,999	2	19		
	$10,000-$14,999	3	18	high	23
	$15,000-$19,999	4	5		
	more than $20,000	5	0	omitted	0
6. Percent of female and male members. N=54			Female Male		
	0	0	7 2		
	5	5	2 2		
	10	10	0 3	low female	22
	15	15	0 1		
	20	20	4 1	low male	22
	25	25	4 3		
	30	30	1 4		
	35	35	0 1		
	40	40	4 5		
	45	45	0 2	equal distribution	10
	50	50	8 8		
	55	55	2 0		

Table 48 (Continued)

Demographic Factor	Response Alternatives				Grouping for Analysis	
	Category	Code	Frequency		Category[2]	Frequency
			Female	Male		
6. Percent of female and male members (cont.) N=54	60	60	5	4		
	65	65	1	0	High female	22
	70	70	4	1		
	75	75	3	4	High male	22
	80	80	1	0		
	85	85	1	0		
	90	90	3	0		
	95	95	2	2		
	100	100	2	7		
7. Organizational purpose. N=62	Cultural	1	11		Cultural	11
	Public Health	2	16		Public Health	16
	Recreational	3	8		Recreational	8
	Social Welfare	4	27		Social Welfare	27
8. Method for selecting leader. N=54	Elected	1	21		Elected	21
	Appointed	2	9		Appointed	9
	Employed	3	22		Employed	24
	Promoted	4	2			

Table 48 (Continued)

Demographic Factor	Response Alternatives			Grouping for Analysis	
	Category	Code	Frequency	Category[2]	Frequency
9. Tenure of leader. N=50	less than 1 year	1	6	Short	19
	1 year	2	13		
	2 years	3	5	Long	31
	3 years	4	6		
	4 years	5	2		
	5 years	6	1		
	more than 5 years	7	12		
10. Degree of community involvement of organizations. N=60	High	1	18	High	18
	Moderate	2	29	Moderate	29
	Low	3	9	Low	13
	No involvement	4	4		

APPENDIX I

CSFS RESPONDENT CHARACTERISTICS

Table 49

CSFS Respondent Characteristics

	Response Alternatives	N	%	Total for all Members N	%
1. Sex				38	100.0
	Male	29	76.3		
	Female	9	23.7		
2. Length of time of membership				38	100.0
	Less than 1 year	0	0.0		
	1-2 years	2	5.3		
	3-5 years	9	23.7		
	6-10 years	13	34.2		
	more than 10 years	14	36.8		
3. Length of time of residence in Victoria				38	100.0
	Less than 1 year	2	5.3		
	1-2 years	1	2.6		
	3-5 years	3	7.9		
	6-10 years	1	2.6		
	more than 10 years	31	81.0		
4. Membership in other community organizations	Cultural			38	100.0
	a. 1	12	31.6		
	b. 2	4	10.5		
	c. 3	0	0.0		
	d. 4	1	2.6		
	e. none	21	55.3		
	Public Health			38	100.0
	a. 1	13	34.2		
	b. 2	3	7.9		
	c. 3	1	2.6		
	d. 4	0	0.0		
	e. none	21	55.3		
	Recreational			38	100.0
	a. 1	15	39.5		
	b. 2	3	7.9		
	c. 3	2	5.3		
	d. 4	0	0.0		
	e. none	18	47.4		

Table 49 (Continued)

	Response Alternatives	N	%	Total for all Members N	%
4. Membership in other community organizations (cont.)	Social Welfare			38	100.0
	a. 1	15	39.5		
	b. 2	4	10.5		
	c. 3	2	2.0		
	d. 4	0	0.0		
	e. none	17	44.7		
5. Previous attendance of respondents children at Camosun College.	Number of children attended:			38	100.0
	a. 1	2	5.3		
	b. 2	1	2.6		
	c. 3	1	2.6		
	d. none	34	89.5		
	Program taken:				
	a. College Prep.	1	2.6		
	b. Career Program	1	2.6		
	c. General Education	1	2.6		
	d. University Transfer	1	2.6		
	e. Trades and Industrial	-			
	f. Native Indian	-			
	g. Community Service	-			
6. Present attendance of respondents children at Camosun College	Number of children attending:			38	100.0
	a. None	38	100.0		
7. Attendance of respondent at Camosun College	Number of respondents:			38	100.0
	a. Attended or Attending	5	13.2		
	b. Not Attended or Attending	33	86.8		

Table 49 (Continued)

	Response Alternatives			Total for all Members	
		N	%	N	%
7. Attendance of respondent at Camosun College (Cont.)	Program Taken:				
	a. College Prep.	-			
	b. Career Programs	1	2.6		
	c. General Education	3	7.8		
	d. University Transfer	1	2.6		
	e. Trades & Industrial	-			
	f. Native Indian	-			
	g. Community Services	-			
8. Respondent age range				38	100.0
	15-19 years	0	0.0		
	20-29 years	0	0.0		
	30-39 years	1	2.6		
	40-49 years	10	26.3		
	50-59 years	8	21.1		
	60-69 years	6	15.8		
	70-79 years	10	26.3		
	80-89 years	1	2.6		
	90 years and over	2	5.3		